REPORT RESUMES

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TELEVISION AS AN INSTRUMENT FOR THE CONTINUING EDUCATION OF SPANISH-SPEAKING FAMILIES.
BY- SCHENKKAN, R.F.   MILLARD, W.J., JR.
TEXAS UNIV., AUSTIN
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THE MAJOR PURPOSE OF THIS RESEARCH WAS TO INVESTIGATE MEDIA BEHAVIOR OF A SPANISH-SPEAKING POPULATION SAMPLE, WITH PARTICULAR REFERENCE TO TELEVISION AND RADIO, AND IN THIS CONNECTION TO STUDY THE CHARACTERISTICS OF SPANISH-SPEAKING AUDIENCES AT LOWER ECONOMIC LEVELS. THIS WAS DONE TO APPRAISE THE POSSIBLE USE OF RADIO AND TELEVISION FOR REACHING SUCH FAMILIES WITH PROGRAMS DESIGNED TO SATISFY THEIR NEEDS. PERSONAL INTERVIEWS WERE CARRIED OUT, IN A RANDOMLY SELECTED SAMPLE OF SPANISH-SPEAKING HOMES, FOR COMPARATIVE PURPOSES IN NEIGHBORHOODS WHERE ENGLISH WAS THE NATIVE TONGUE AND WHERE THE SOCIOECONOMIC STATUS WAS HIGHER. QUESTIONNAIRES WERE ALSO FILLED OUT BY A SAMPLE OF SPANISH-SPEAKING, NINTH-GRADE STUDENTS IN POOR NEIGHBORHOODS, AND BY STUDENTS IN THE SAME GRADE FROM MIDDLE- AND UPPER-CLASS SCHOOLS. OVER 650 RESPONDENTS, BOTH ENGLISH- AND SPANISH-SPEAKING, WERE INVOLVED. FINDINGS WERE REPORTED ON THE FOLLOWING--(1) TELEVISION AND RADIO LISTENING HABITS, (2) NEWSPAPER AND MAGAZINE READERSHIP, (3) "MOVEIEGOING," (4) SPANISH-USAGE IN THE HOME, (5) COMPARATIVE ATTITUDES TOWARD SCHOOL AND TEACHERS, AND (6) WORLD OUTLOOK. DETAILED FINDINGS WERE PRESENTED WHICH INDICATED MANY SUBAUDIENCES. FEW BROAD GENERALIZATIONS WERE MADE. (JC)

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Television as an Instrument for the Continuing Education of Spanish-Speaking Families

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Study co-directors:
R. F. Schenkkan and W. J. Millard, Jr.

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I

INTRODUCTION

Research Objectives

The major purpose of the research was to investigate media behavior of a sample of the Spanish-speaking population, with particular reference to television and radio, and in this connection to study the characteristics of the Spanish-speaking audiences at lower economic levels. This was done to appraise the possible use of radio and television for reaching such families with programming designed to satisfy their needs, with particular though not exclusive interest in the potential of KLRN-TV, Channel 9, the educational television station in the San Antonio-Austin area.

There is an apparent scarcity of carefully obtained and analyzed information concerning the television viewing and radio listening behavior of non-English speaking people in the United States. In particular, studies of the degree to which specifically educational outlets of these media attract audiences whose native language is Spanish are difficult to locate. Moreover, little is known about the relative degree to which this segment of the population perceives schooling and education as pertinent to the achievement of upward social and economic mobility.

The information obtained in the present study provides some indication as to whether television and/or radio media may be used with any hope of success in reaching Spanish speaking families.

In the light of current problems of vocational retraining for population sub-groups with few work skills, and in view of the deterrent to involvement in educational and retraining programs presented by the language barrier, it is highly desirable to obtain these data. Appropriately conceived educational television programming might contribute to the solution of the problem of motivation and involvement, but cannot unless information is available as to characteristics of the audiences at lower economic levels which represent a prime target of governmental and public concern in times of technological change. As a consequence of this study, certain conclusions may now be drawn which should guide further efforts to communicate with this segment of the American population.

Procedures

Personal interviews were carried out in a randomly selected sample of Spanish-speaking homes, and for comparative purposes in neighborhoods where English is the native tongue and where socio-economic status is notably higher, in two Texas cities (Austin and San Antonio). Likewise, with the cooperation of the School Superintendents in Austin and San Antonio, questionnaires were filled out by a sample of Spanish-speaking 9th grade students (including a small group of 10th graders), and for purposes of comparison by students in the same grades at schools representing Anglo middle class or upper middle class neighborhoods.

In addition to investigating the amount and type of exposure which characterize use of broadcast media by Spanish speaking families, information was collected on each of the following variables:

(a) exposure to other media
(b) radio and television set ownership
(c) time available on Saturdays and Sundays for radio-TV exposure
(d) language use patterns within the home
(e) oral-aural English fluency and comprehension
(f) educational levels attained and aspired to
(g) attitudes towards schooling and teachers
(h) chronological age of respondents
(i) personal role expectations and perceptions
(j) size and age distribution of family
(k) socio-economic status
(l) upward or downward economic mobility

The analysis that follows will describe the Spanish-speaking audience in terms of these variables, and will compare and contrast this group with Anglo groups of students and adults. The implications of these variables for programming to the Spanish-speaking audience will be explained in some detail.

Sampling

Based on the 1940 population census, a systematic block sample was drawn at random from the two census tracts in Austin which contained the highest proportion of families with Spanish surnames. The same procedure was followed for San Antonio, with blocks being randomly drawn from three census tracts. Generally similar procedures were used in selecting the upper middle class Anglo homes in both cities, except that the criterion for selection of the latter census tracts was high average income. This meant, of course, that the age and educational characteristics would be somewhat different from those in the Spanish speaking areas.

Starting points were chosen at random. Either a corner or a next to corner house was selected as the first address to be contacted. Whether to proceed in a clockwise or counterclockwise direction was also randomly determined. Every third house was contacted in the effort to locate our sample of Spanish-speaking families. If a home refused to cooperate, or was not at home, the next home beyond the address could be substituted. Substitutions were not allowed in the first week of field work, but were then authorized.

At first, the completion rate was discouragingly low. It became necessary to pay Spanish-speaking respondents $1.00 apiece to obtain the interviews, and once this procedure was established the refusal rate dropped to a low level. However, until some such monetary incentive was provided, the suspicion of the respondent towards the interview, his relative unfamiliarity with survey research, together with the appearance of a lengthy questionnaire, all combined to produce considerable reluctance to cooperate. The questionnaire was reprinted in small booklet size, and this increased willingness to cooperate.

Because of the high refusal rate in the early stages of the study, and because of the substitutions allowed in Anglo home selection instead of insisting upon multiple call-backs, the sample cannot be viewed as perfectly representative. On the other hand, the care taken in selecting the areas in which interviewing was done, the wide representation in terms of age which characterized the Spanish-speaking population, and such validation as provided by income level information from the Spanish-speaking and Anglo areas, all suggest that the major findings of this exploratory study may be taken seriously.

Sample Characteristics

Background characteristics of the sample are given below. This information is provided separately for the Spanish-speaking adults in the sample, the Spanish-speaking students, the students who are not from Spanish-speaking homes and who will be designated as Anglo students, and adults from non-Spanish speaking areas, who will be called Anglo adults.

In the course of the report, and in table headings, the Spanish-speaking adults will generally be referred to for sake of brevity as Spanish adults, meaning that their native language is Spanish. When Spanish-speaking students are referred to as Spanish students for the sake of brevity, this does not mean that they are not English speaking, for all were students who had reached at least the 9th grade level in Austin or San Antonio schools. It simply means that their families are Spanish speaking, and that they themselves speak at least some Spanish also, even though the form may be the dialect which includes a number of anglicized terms.

The number of respondents in each group is as follows:[1]

Spanish-speaking adults	195
Spanish-speaking students	179
Anglo students	212
Anglo adults	67
Total sample	653

Now we shall present the background characteristics of the sample.

Table 1

BACKGROUND CHARACTERISTICS OF SAMPLE

	Spanish adults	Spanish students	Anglo students	Anglo adults
Number of Respondents:	(195)	(179)	(212)	(67)
(a) Sex of respondent:	%	%	%	%
Male	51	44	45	48
Female	49	53	54	52
No answer	-	3	1	-
	100%	100%	100%	100%

---

[1] The number of persons in the base for percentaging of the various tables in the report will occasionally vary slightly from the above figures, due to incomplete interviews. A limited number of students, for example, were unable to finish their questionnaires in the class time allotted.

Table 1 (Continued)

	Spanish adults	Spanish students	Anglo students	Anglo adults
Number of Respondents:	(195)	(179)	(212)	(67)
(b) Age distribution:	%	%	%	%
14 years)		6	17	
15)		41	69	
16)		28	7	
17)	3	19	2	
18)		1	1	
19)		1		
20-29 years	20			6
30-39	20			16
40-49	33			25
50-59	12			24
60-69	10			18
Over 70 years	2			11
No answer	-	4	4	-
	100%	100%	100%	100%

(c) Educational level:	%	%	%	%
No answer	7			-
No formal education	12			-
1-6th grades	28			4
7th-11th grades	34	100	100	17
12th (H. S. graduate)	9			21
Trade or business school	4			6
College				
1 year	1			6
2 years	3			14
3 years	1			6
4 years	1			14
Graduate work	-			12
	100%	100%	100%	100%

Table 1 (Continued)

	Spanish adults	Spanish students	Anglo students	Anglo adults
Number of Respondents:	(195)	(179)	(212)	(67)
(d) Annual Income:	%	%	%	%
Up to $1, 000	20			1
$1, 000 - 1, 999	18			2
$2, 000 - 2, 999	15	Not	Not	3
$3, 000 - 3, 999	14	Asked	Asked	6
$4, 000 - 4, 999	13			0
$5, 000 - 6, 999	10			18
$7, 000 - 9, 999	3			19
$10, 000 - 11, 999	1			17
$12, 000 and over	1			24
No answer	5			10
	100%			100%

(e) Occupational Status of Parent (for students)	Class Number:	Spanish students	Anglo students
		%	%
Laboring and Working Classes	1	15	2
	2	15	2
	3	17	2
Middle Classes	4	18	8
	5	7	15
	6	4	19
Upper Middle and Executive classes	7	2	15
	8	2	20
No answer or unclear		20	17
		100%	100%

NOTE: The coding of occupations was done in terms of a hierarchical scale of income and presumed status.

Table 1 (Continued)

(f) Ages and Size of Families in Sample

The following table reveals the number of persons in each age group for every 100 families, based on the information provided by Spanish-speaking adults, and by Anglo adults. The total number of persons per 100 Spanish-speaking families is 504, and for Anglo families 320. Another way of stating this is that the average size of family represented by each Spanish-speaking adult was 5.04, and was 3.20 for the Anglo adults. (No information on size of family was sought from students.) As may be noted, the Anglo adult families included in this sample were older, with fewer young children.

	Spanish adults	Anglo adults
Number of persons per 100 families in each of the following age groups:		
60's	28	46
50's	36	51
40's	58	51
30's	55	28
20's	51	16
10-19 years	142	70
Under 10 years	134	58
Total	504	320
Base: (those answering)	(188)	(67)

Table 1 (Continued)

(g) Language Fluency

	Spanish adults %	Spanish students %
Proportion of correct answers to word translation test (combined scores for English-to-Spanish and Spanish-to-English translation):		
50% or more correct on 32 items	54	4
One-third to one-half correct	3	6
Less than one-third correct, but at least one correct	1	56
No answer, or not bilingual enough to take test	42	34
	100%	100%

These figures mean that approximately half (54%) of Spanish speaking adults interviewed could speak both Spanish and English to a satisfactory degree. The remainder spoke Spanish, but little or no English. By contrast, the 9th and 10th grade students all spoke English, but relatively few spoke Spanish fluently (4% plus 6%, or 10%). Thus, the second generation is losing full domination of both languages. The "no answer" group, however, includes some who did not have time to fill out this section.

Table 1 (Continued)

The lesser knowledge of Spanish characterizing the student generation is confirmed by answers to a direct question as to how well they spoke Spanish.

(h) How Well Students From Spanish Speaking Families Speak the Language

Students' self-reports:

Speak Spanish:	
Very well	7%
Fairly well	48
A little	41
Not at all	-
No answer	4
Total	100%
Base:	(177)

II

COMPARATIVE ANALYSIS OF MEDIA BEHAVIOR

Media Exposure

One of the major reasons for the present research was to determine the media to which the Spanish speaking population is exposed, and in particular the extent to which the broadcast media are utilized. Yardsticks for comparison are provided by results of questions put to the Anglo respondents. The students comprise a group whose media habits are worth analyzing separately, and for this purpose they have been divided into two groups. One group consists of those who reported that Spanish is used at home. The second group consists of the Anglo students who reported no one at home speaks Spanish.

The results of inquiry as to media exposure will be presented in tables of figures which permit a comparison of response from each of the four groups described above.

Television

One question dealing directly with frequency of exposure to television inquired as to the number of days in the past week that viewers had watched for thirty minutes or more. Answers reveal that this medium in practice reaches most members of all groups, and reaches them with a fairly high frequency, as indicated in Table 2.

Table 2[1]

FREQUENCY OF EXPOSURE TO TELEVISION IN PAST WEEK

Number of days in past 7 watched TV for 30 minutes or more:	Spanish adults	Spanish students	Anglo students	Anglo adults
None	20%	15%	8%	9%
1, 2, 3 days	15	15	16	22
4, 5, 6 days	28	32	28	24
7 days	37	38	48	45
	100%	100%	100%	100%
Base:	(195)	(179)	(210)	(67)

---

[1] Regarding statistical significance of differences within this and following tables, refer to Appendix A.

The Spanish adults in the sample were less likely to report having watched television during the past week than any other group. In part, this was due to less ownership of TV sets. While set penetration was high in all groups, it was slightly lower among Spanish adults.

Table 3[1]

TV SET OWNERSHIP REPORTED*

Spanish adults	86%
Spanish students	92%
Anglo students	96%
Anglo adults	96%

*Based on number who said they watched TV at home.

When television viewing during the past week is examined among persons who do watch television, there is less difference between the groups in frequency of exposure, as may be seen in the following table, based on those who gave an explicit answer as to number of days of viewing in previous week. The difference between the figures given in Table 2 and those presented next is that the following table excludes responses of non-viewers.

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[1] Radio ownership was reportedly 98% for Spanish students and 96% for Anglo students. Among adults it was 94% for Anglos and 87% for Spanish-speaking adults.

Table 4

EXPOSURE TO TV DURING PAST SEVEN DAYS

	Spanish adults	Spanish students	Anglo students	Anglo adults
Number of days last week watched TV for 30 minutes or more:				
None	4%	3%	3%	5%
1 day	8	3	2	8
2 days	5	6	8	6
3 days	6	8	7	9
4 days	7	17	11	9
5 days	8	12	8	8
6 days	18	7	10	8
7 days	44	44	51	47
	100%	100%	100%	100%
Base (total answering):	(163)	(156)	(201)	(64)

Further information on television exposure takes the form of a report by all respondents as to amount of viewing in the past 24 hours. The reason for including all respondents instead of just those in TV homes is that it is quite easy for anyone to watch TV at a neighbor's, given the high degree of set penetration. We are interested in the media habits of each group as a whole, not just those with television sets.

Table 5

HOURS WATCHED TELEVISION IN PAST 24 HOURS

Number of hours watched TV since this time yesterday:	Spanish adults	Spanish students	Anglo students	Anglo adults
None (including no answer)	40%	30%	23%	30%
Up to 2-1/2 hours	29	31	42	46
3 to 4-1/2 hours	15	23	24	13
5 hours or more	16	16	11	11
	100%	100%	100%	100%
Base:	(195)	(179)	(176)	(67)

We note that the Spanish adults were the least exposed. Students from predominantly Spanish speaking families were more likely to have watched television than adults. Among Anglo respondents, students also were more likely to have watched television than Anglo adults. What is interesting to note here is that a larger proportion of Spanish adults and Spanish students reported watching 5 hours or more of television than was true among the other groups. This suggests that there is a sub-group within the Spanish speaking families which is extremely fond of television. Later we shall examine the characteristics of these persons in more detail.

Television Programming Preferences[1]

All viewers were asked to name two favorite programs. Their replies are summarized in the following table, in terms of types of programming named:

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[1] All three television networks have outlets in San Antonio. In Austin there is one VHF channel, KTBC-TV, which carries the top rated programs on all three networks. In addition, Channel 9 - KLRN broadcasts in both areas. There are two UHF stations, one specializing in Spanish fare in San Antonio, and the other a new station in Austin which, like KTBC-TV, draws programming from all three networks.

Table 6
TYPES OF PROGRAMS NAMED MOST OFTEN AS FAVORITES

	Spanish adults (180) %	Spanish students (175) %	Anglo students (213) %	Anglo adults (79) %
Westerns (e.g. Bonanza, Gunsmoke)	22	21	21	31
Comedies (e.g. Dick van Dyke, Bewitched)	20	24	25	18
Variety (e.g. Danny Kaye, Today & Tonight)	10	3	4	22
Musicals (e.g. Shindig, Hullabaloo)	3	28	16	3
Movies	3	6	2	3
Drama (e.g. Peyton Place, Defenders)	15	13	13	9
Mysteries, Detectives (e.g. Fugitive, U.N.C.L.E.)	22	41	63	16
Family shows (e.g. Patty Duke)	1	3	3	1
Medical (e.g. Ben Casey, Dr. Kildare)	4	2	6	9
Sports (e.g. Wide World of Sports, Game of the Week)	6	2	3	7
News	6	1	0	22
War (e.g. Combat)	9	8	4	1
Science Fiction (e.g. Voyage to the Bottom of the Sea, Twilight Zone)	-	7	13	-
Spanish language (e.g. La Hora Mexicana)	22	-	-	-

NOTE: Figures will add to more than 100% because each respondent was asked to name two favorite programs.

The left hand column of figures for Spanish adults reveals that Spanish language programs constitute one-fifth of their favorites. No other group listed programming in Spanish to any notable degree. For the Anglo adults included in the sample, whose responses are given in the extreme right hand column, 22% of the programs mentioned as favorites dealt with news and current affairs. This reveals a sharp difference between the two adult groups, for only 6% of the Spanish adults named a news program as a favorite.[1]

Westerns appear to be a type of program uniformly listed as favorite.

The Spanish students differed from the other groups in their stress on musicals as favorite type of program, especially Shindig and Hullabaloo. Spanish and English students alike were far more likely to mention a detective or mystery program (especially The Fugitive) than were the adults.

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[1] When we examine the report of viewing yesterday (i.e., in the last 24 hours), there is confirmation of the greater interest in news by Anglo adults, and the lesser interest by Spanish adults, as indicated in the following table:

PER CENT REPORTING HAVING VIEWED TV NEWS IN PRECEDING 24 HOURS

	%
Anglo adults	36
Anglo students	7
Spanish students	10
Spanish adults	6

With respect to the problem of programming to Spanish language groups, the above table has certain clear implications. It appears that a program in Spanish will per se stand a reasonable chance of winning an audience inasmuch as there is a desire for programming in the native language of the Spanish speaking adults, and there is little Spanish TV fare currently available.

Among younger persons, Spanish students appear to respond favorably to modern musicals (Shindig, Hullabaloo), and it may be advisable to keep such music in mind in program planning for the teenage audience.

Conceivably a Spanish news program with items of relevance to Spanish speaking persons would not only win their attention but could also give them a closer feeling of belonging to the community.

Appraisal of a List of Top Programs

In addition to asking for voluntary recall of favorite programs, persons who watch television were given a list of the twenty most popular TV programs in the country as listed by one of the national ratings services, and were asked to pick out their favorites. The purpose hrer was to see whether different types of programming were selected by the different sub-groups in the sample. Results are presented in the next table in terms of rank order of the six programs selected most often.

Table 7

RANK ORDER OF PROGRAMS PICKED MOST OFTEN AS FAVORITES FROM AMONG A GIVEN LIST

(Total per cent picking each as 1st or 2nd choice)

Spanish adults	Spanish students	Anglo students	Anglo adults
Bonanza	Fugitive	Fugitive	Bonanza
Combat	Bonanza	Bonanza	Andy Griffith
Ed Sullivan	Peyton Place	Peyton Place	Fugitive
Lucy	Bewitched	Bewitched	Dick van Dyke
Fugitive	Combat	Dick van Dyke	Ed Sullivan
Peyton Place	Gomer Pyle	Combat	Bewitched

Bonanza was ranked either first or second by all four groups, revealing the almost universal appeal of this series. The Fugitive was named more often than any other by both student groups. It ranked 5th among Spanish-speaking adults, and 3rd among Anglo adults. Spanish adults ranked Combat in 2nd place. Among students Peyton Place was ranked 3rd. Students also liked Bewitched and Combat. Ed Sullivan was often chosen by adults, but not by students.

Among Anglo students and Anglo adults, the Dick van Dyke Show had an appeal which was not felt by the Spanish groups. This program presents humorous incidents in the life of an attractive couple. One reason for this may be that the home life depicted is quite different from that of Latin families, particularly the relationship of husband and wife. Another reason may be the type of humor. (At this point, we may only speculate.) By contrast, the Lucy show, associated in viewers' minds with the Ricardo TV family, was ranked high by Spanish-speaking adults.

Control of the TV Set

Respondents were asked whether they would watch different programs from the ones watched now if each person had his own TV set. Results are shown in Table 8.

Table 8

SATISFACTION WITH PROGRAMS CURRENTLY VIEWED

If had own TV set:	Spanish adults	Spanish students	Anglo students	Anglo adults
Would not watch any different programs	63%	23%	40%	80%
Would watch a few different programs	32	66	57	18
Would watch many other programs if had own set	5	11	3	2
	100%	100%	100%	100%
Bases:	(148)	(160)	(193)	(64)

It is interesting to note that the adults in Spanish families and Anglo families seemed fairly well satisfied, with 63% of the former and 80% of the latter indicating their viewing habits would not change. This probably reflects their actual control of the family TV set. On the other hand, the students felt very differently. The Spanish students were least satisfied, with only 23% saying they would not change viewing habits. Among the Anglo students, 40% said they would not change, with 60% saying they would probably look at other programs (57% plus 3%).

The Public and Channel 9

Respondents were asked whether they had ever watched Channel 9, and if so, what kind of program they remembered seeing. Results are summarized in the following table.

Table 9

EXPOSURE TO CHANNEL 9

	Spanish adults	Spanish students	Anglo students	Anglo adults
Types of programming recalled by those who remembered watching Channel 9:				
Spanish language (e.g. La Hora Mexicana)	25%	29%	4%	5%
Educational programs	8	33	43	29
Others (musicals, drama, children's programs, etc.)	5	13	12	12
Did not remember	2	3	8	6
Sub-total who said they have ever watched Channel 9	40%	78%	67%	52%
Have not watched Channel 9	60	22	33	48
Total	100%	100%	100%	100%
Bases:	(194)	(177)	(212)	(66)

This table reveals that among Spanish adults, Channel 9 was perceived primarily as a source of television programming in the Spanish language (25%). Among Spanish students, who had probably seen KLRN classroom programs, an additional dimension was added. It was described not only as providing Spanish language programming (29%) but educational programs as well (33%). Among Anglo respondents, perception of the station was primarily as an educational programming source (students: 43%; adults: 29%).

Sixty per cent of Spanish adults reported they had never watched Channel 9, as did 48% of Anglo adults. Among Spanish students, only one-fifth (22%) had not, compared with one-third (33%) of Anglo students.

Reasons for Viewing Channel 9

Viewers who had seen Channel 9 were asked why they thought people watched its programming. Replies were very general, and are summarized in the following table.

Table 10

MAJOR REASONS ASCRIBED FOR WATCHING CHANNEL 9

Reasons	Spanish adults %	Spanish students %	Anglo students %	Anglo adults %
The programs are educational	10	39	36	40
They are in Spanish	9)	9)	2)	1)
	) 19	) 11	) 3	) 1
They present "*La Hora Mexicana*"	10)	2)	1)	0)
They are attractive, entertaining	1	1	5	6
All other comments	10	8	11	15
Bases:	(195)	(179)	(212)	(66)

Note: Multiple answers were accepted.

It is interesting that the figures here confirm those seen earlier in that the Spanish adult group was least likely to say that the programs are good (i.e., are watched) because they are educational. It is the Spanish language programming that struck them as the most worthwhile thing about the channel.

Knowledge of Channel 9

A further effort was made to obtain an indication of awareness and general knowledge of Channel 9 by asking what network or institution it was connected with. The same question was asked about other channels, of course, in order to screen our interest in Channel 9 and to provide a yardstick of comparison. In looking at these results it is important to keep in mind that Channel 9 is the only station which may be seen both in Austin and San Antonio without having a high antenna or being on the cable. Channels 7 and 41 in Austin are not received in San Antonio, and the San Antonio stations are seen in Austin only with benefit of a high antenna or cable.

A respondent was credited with knowing about Channel 9 if his answer was "The University of Texas" or "KLRN."

Table 11

KNOWLEDGE OF CHANNEL 9

	Per cent correct:
Spanish adults	6
Spanish students	6
Anglo students	12
Anglo adults	24

It is clear that the Anglo community is considerably more aware of KLRN - Channel 9 and of its relationship to the University of Texas than the Spanish speaking community. We saw earlier that exposure to the educational channel had been fairly widespread, and that a large proportion of viewers could describe in general terms the programming seen. The present table illustrates the degree of relative familiarity with Channel 9 of the one community by comparison with the other. The adult Anglo community seems to know more about Channel 9, even though they watch it less often than the student groups.

Time Available for TV Viewing

If an educational television station such as KLRN - Channel 9 were to program to the Spanish speaking community, the times available for this purpose are early morning and late evening, and on weekends.

With respect to weekends, inquiry was made as to the hours spent at home the previous weekend when respondents might have been able to watch television. The question involved two factors, one the matter of being at home, and the other that of being free to watch TV.[1]

Results are presented in the following table in terms of estimated total hours of viewing time per hundred respondents reported for Saturday morning, Saturday afternoon, etc.

Table 12

ESTIMATED HOURS AVAILABLE FOR VIEWING TV ON WEEKENDS
(per 100 viewers)

	Spanish adults	Spanish students	Anglo students	Anglo adults
Saturday morning	435.444	220.170	197.653	269.487
Saturday afternoon	449.310	272.582	270.703	366.123
Saturday night	449.310	270.265	238.652	343.339
Sunday morning	420.683	218.648	197.681	226.971
Sunday afternoon	449.325	299.148	340.340	355.407
Sunday night	460.861	303.468	326.731	359.040
Min. Base:[2]	(146)	(118)	(173)	(63)

Outstanding here is the greater number of hours Spanish adults are home.

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[1] Exact wording was as follows: "During what hours were you at home last Saturday when you might watch television?" The same question was repeated regarding Sunday.

[2] These figures are based on the responses of those who answered the question clearly enough to determine what part of the day they were at home. If a respondent answered, for example, "two hours on Saturday" without specifying morning, afternoon or evening, his answer could not be tabulated for the above purposes.

Regarding students, the first conclusion that may be drawn from the above figures is that neither Saturday morning nor Sunday morning appears to be the most opportune time for programming, given the relative unavailability of viewers.

If their reports may be believed, Spanish speaking adults stay close to home on Saturday and Sunday. Mornings might represent an ideal time to reach the Spanish speaking adult group, since students are less likely to be available then.

Another possible Spanish language broadcast time is during the week before or after the present broadcast day. In this connection we shall examine relevant information on bedtime hours and times respondents rise in the morning.

Evening Bedtime Schedules

KLRN - Channel 9 completes its broadcast day sometimes at 10:30 p.m., sometimes at 11. It is of interest to gauge the relative availability of audiences from different groups should TV programming be scheduled later than this. The following table gives the times respondents reported having gone to bed the night before they were questioned:

Table 13

BEDTIMES REPORTED FOR PREVIOUS EVENING

	Spanish adults %	Spanish students %	Anglo students %	Anglo adults %
Before 8:30 p.m.	5	2	3	1
8:30 to 9 (to 9:29)	8	11	6	3
9:30 to 10 (to 10:29)	32	39	29	21
10:30 to 11 (to 11:29)	25	28	35	51
11:30 to 12 (to 12:29)	19	9	15	9
12:30 to 1 (to 1:29)	5	3	7	9
After 1:30 a.m.	4	2	2	1
No answer or unclear	2	6	3	5
	100%	100%	100%	100%
Bases:	(193)	(167)	(209)	(67)

Of particular interest are the first two columns in the above table. These represent the predominantly Spanish speaking families in the sample. Judging from the figures for Spanish adults, they either go to bed early, that is, before 10:29 p.m. (45%) or go to bed later, after 11:30 (28%). The Anglo adults are less likely to go to bed before 10:29 (25%) and more likely to go to bed between 10:30 and 11:29 (51%), with only 19% staying up to 11:30 or later.

Among students, the Spanish students go to bed earlier than the Anglo students. Fifty-two per cent of the former and 38% of the latter reported being in bed by 10:29 the preceding night.

Of particular concern to the educational broadcaster interested in potential late night audience are the figures indicating that as of 10:30 at night 53% of the Spanish adults and 42% of the Spanish students were still up.

Time Respondents Rise in the Morning

The following table indicates the hours at which persons in the various groups reported they arose the morning of the day they were questioned.

Table 14

HOURS AT WHICH AROSE IN THE MORNING

	Spanish adults %	Spanish students %	Anglo students %	Anglo adults %
5:30 a.m. or earlier	17	8	4	14
6	33	15	15	21
6:30	6	26	19	13
7	21	37	40	31
7:30	7	9	16	3
8 a.m. or later	14	1	4	12
No answer or not clear	2	4	2	6
	100%	100%	100%	100%
Bases:	(193)	(167)	(209)	(67)

Looking at the first column above, 50% of Spanish speaking adults are awake by 6 a.m. The corresponding figure for Anglo adults is 35%. Students arise at a later time, judging from the figures in the center columns.

These figures suggest that it might be worth while to experiment with early morning Spanish language programming, given the rising hours of Spanish speaking homes. On the other hand, whether television is the best medium to reach families as they prepare for the day or whether radio broadcasting in Spanish would be better is a matter to be pondered.

Radio as a Medium

One of the first aspects of radio investigated was the relative degree of exposure by the different groups in the sample. Respondents were asked whether they had listened to radio during the past 24 hours, and if so, approximately how long. Results are given in the following table.

Table 15

LISTENING TO RADIO IN PRECEDING 24 HOURS

Approximate number of hours:	Spanish adults %	Spanish students %	Anglo students %	Anglo adults %
None*	35	11	14	39
1	16	14	29	37
2	10	15	17	7
3	11	14	12	0
4	6	8	9	8
5 or more	22	38	19	9
	100%	100%	100%	100%
Bases:	(187)	(131)	(203)	(81)

*No answer to this question is taken to mean "none" for purposes of the present table.

These figures reveal that the two student groups are the heaviest users of radio, particularly the Spanish speaking groups. The respective percentages for listening 5 or more hours were 38% for Spanish speaking and 19% for the Anglo students. Only from 11% to 14% of the students indicated they had not listened to radio in the past 24 hours.

By contrast, approximately one-third of the adults in the sample had not listened to radio, the figures being 35% for Spanish speaking and 39% for Anglo adults. However, Spanish speaking adults who did listen relied upon radio more than Anglo adults. Thirty-seven per cent of the latter group reported listening for only an hour or so, whereas this figure was 16% among the Spanish speaking. At the other extreme, one-fifth (22%) of the Spanish adults reported listening for 5 hours or more, by comparison with 9% of the Anglo adults.

Favorite Radio Stations

Inquiry was made as to which radio station was listened to the most, followed by a question as to whether there was a second station which is particularly well liked. Results of the two questions have been combined and are given below:

Table 16

PREFERRED RADIO STATIONS

Austin	Spanish adults %*	Spanish students %	Anglo students %	Anglo adults %
KTBC	8	1	5	21
KNOW	12	49	43	9
KVET	13	5	2	9
KOKE	4	3	4	7
KHFI	1	1	8	3
FM stations	2	0	5	12
San Antonio				
KCOR	30	1	1	-
KONO	12	36	40	9
KTSA	14	41	43	9
WOAI	1	-	-	21
KUKA	18	10	-	-
KUBP	9	1	-	-
KITE	3	1	5	13
KBAT	-	1	2	7
KAPE	1	3	4	-
KTGN (Georgetown)	-	5	-	-

*Percentages may add to more than 100% because each respondent was given two chances to name a station.

Among Austin stations, KVET was named most often by Spanish speaking adults, followed by KNOW and in third place, KTBC. English speaking adults reversed this order, naming KTBC most often, FM second, and KVET and KNOW third, followed by KOKE.

In San Antonio, KCOR (30%) was the great favorite of Spanish speaking adults, followed by KUKA (18%). KTSA (14%) and KONO (12%) ranked third and fourth. Among English speaking adults, WOAI (21%) was mentioned most often, followed by KITE (13%), KTSA (9%) and KONO (9%).

Turning now to the radio station preferences of students, we note that in Austin the first choice for both groups was KNOW. KHFI was a poor second for the Anglo students. In San Antonio, student loyalty was divided between KONO and KTSA, with KUKA ranked third by the Spanish speaking students, but at a notably lower level.

Radio Stations Listened to Yesterday

The preceding information regarding stations listened to most is confirmed by the stations named most frequently by each group in listing the ones heard yesterday.

Table 17

RADIO STATIONS MENTIONED MOST OFTEN AS LISTENED TO YESTERDAY

Austin Stations	Spanish adults %	Spanish students %	Anglo students %	Anglo adults %
KHFI	-	2	5	3
KNOW	7	43	35	4
KOKE	2	5	4	3
KTBC	5	1	2	10
KVET	10	1	-	3
San Antonio Stations				
KITE	2	-	1	9
KONO	6	36	31	4
KTSA	7	37	33	5
KUBP	6	-	-	1
WOAI	1	-	1	16
KUKA	10	12	1	1
KCOR	19	1	-	-

Although the percentages are lower than those presented in the earlier table, since some of those who have a favorite station did not listen to the radio yesterday, the ones mentioned most often before are generally those named most often here.

Language Preference in Radio Programming

Each Spanish speaking respondent was asked whether he preferred English or Spanish radio programs, and how strongly he felt about this preference. Results are given in the table that follows:

Table 18

LANGUAGE PREFERENCE IN RADIO PROGRAMMING

	Spanish adults	Spanish students
Prefer Spanish		
Very much	56%	16%
A little	14	7
Sub-total	70%	23%
Prefer English		
A little	14	5
Very much	12	59
Sub-total	26%	64%
No Answer	4	13
Total	100%	100%
Bases:	(195)	(179)

Between two-thirds and three-quarters of the Spanish speaking adults (70%) expressed a preference for Spanish language programming on the radio. Only about one-quarter of the students (23%) expressed such a preference, the majority differing from the older generation and preferring English radio fare.

The implications of this for programming to Spanish speaking families is that there are in effect at least two sub-audiences, representing the two generations. The older group, the adults, can probably best be reached in the Spanish language. A majority of the younger generation will accept English, particularly if the presentor is a highly acceptable one. (We shall turn next to the results of asking about the popular radio personalities.) In closing this section, we should keep in mind that possibly the 23% of the Spanish speaking student population which prefers Spanish programming may be a special group worth programming for.

Favorite Broadcast Personalities

After inquiring about radio listening and preferred stations, respondents were given the chance to name the two people on radio they like the most. Results are presented next:

Table 19

FAVORITE RADIO PERSONALITIES

Spanish adults	%	Anglo students	%
Lalo Campos	14	Chuck Boyle	16
Cesar Camacho	12	Ricky Ware	15
Juan Gatas	11	Bob Sinclair	14
Armando Rodriguez	8	Dick Laine	14
Jose J. Garcia	7	Don Couser	12
Armando Gonzales	4	Skeeter Garden	10
Dick Laine	3	George Lester	6
		Bruce Hathaway	6
		Woodie Roberts	5

Spanish students		Anglo adults	
Dick Laine	33		
Don Couser	26		
Ricky Ware	21	Paul Harvey	5
Chuck Boyle	11	Howard Edwards	3
Woodie Roberts	8	Cactus Pryor	1
Bob Sinclair	6		
Bruce Hathaway	5		

In an attempt to determine which Spanish language personalities are foremost in the public eye, Spanish adults were asked which Spanish speaking radio or TV personalities they could think of.[1]

Table 20

SPANISH SPEAKING BROADCAST PERSONALITIES NAMED BY SPANISH SPEAKING ADULTS

	%
Lalo Campos	10
Juan Gatas	9
Cesar Camacho	6
Armando Rodriguez	4
Guillermo Losano	3
Lalo Astol	2
Jose Garcia	2
Armando Gonzales	2
Pedro Vargas	1
Jose A. Jimenez	1
Carlos Garcia	1

Others: Charro Avitia, Lola Beltran, Manolo Fabregas, Rosita Fernandez, Eva Garza, Victor Isabel, Guillermo Murray, Andrea Palma, Ruben Benavides, Trini Lopez, Ruben Lozano, Miguel Aceves Mejia, Roy Montelongo, Hector Rodriguez, Pepino (H. Villareal).

This list, and that of favorite radio personalities presented earlier, represents the store of talent known to Spanish speaking families which might be drawn upon should Channel 9 desire to develop Spanish language or other programming in which they might appropriately participate.

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[1] The student form of questionnaire omitted this follow-up question, although it would have been useful to have this information from Spanish speaking students. The list given of radio personalities liked best by this group, presented just above, is still revealing however, and includes various Spanish speaking persons.

Newspaper Readership

The daily newspaper represents another potential medium for reaching the Spanish speaking population, and for this reason inquiry was made as to frequency of reading a newspaper. The answers given were taken at face value, and serve as a useful index of relative exposure to newspapers:

Table 21

NEWSPAPER READERSHIP

	Spanish adults %	Spanish students %	Anglo students %	Anglo adults %
Does not read a newspaper:	28	3	4	6
Frequency of readership:				
Every day	48	33	48	84
Several days a week	11	33	30	4
Once a week	9	13	10	2
Less often	2	15	7	0
No answer	2	3	1	4
Total	100%	100%	100%	100%
Bases:	(195)	(179)	(210)	(67)

Spanish adults included a larger proportion who do not read a newspaper (28%) than any of the other groups. At the other extreme, those who read the newspaper most frequently were the Anglo adults in the sample, with 84% reporting daily readership. Among students, the Anglo students were likely to read more frequently than the Spanish group.

Choice of Newspaper

Newspaper readers were asked which paper they read most, and whether there was another they also read fairly often. Results are presented separately for residents of Austin and San Antonio.

Table 22

NEWSPAPERS READ MOST OFTEN (AUSTIN)

	Austin American (morning) %	Austin Statesman (afternoon) %	American-Statesman (unspecified) %	La Fuerza (weekly) %	Others %
Spanish adults (62):					
Read most	21	32	34	2	2
Also read	3	-	-	15	6
Total mentions	24	32	34	17	8
Spanish students (95):					
Read most	8	33	49	1	-
Also read	1	1	-	4	6
Total mentions	9	34	49	5	6
Anglo students (102):					
Read most	30	28	37	-	7
Also read	13	6	-	-	11
Total mentions	43	34	37	-	18
Anglo adults (37):					
Read most	43	27	8	-	5
Also read	5	3	-	-	30
Total mentions	48	30	8	-	35

Table 23

NEWSPAPERS READ MOST OFTEN (SAN ANTONIO)

	Express %	News %	Light %	La Prensa %	Others %
Spanish adults (132):					
Read most	10	5	51	1	-
Also read	9	4	5	-	-
Total mentions	19	9	56	1	-
Spanish students (84):					
Read most	8	11	46	-	-
Also read	9	28	8	1	-
Total mentions	17	39	54	1	-
Anglo students (108):					
Read most	39	33	42	-	-
Also read	19	21	14	-	-
Total mentions	58	54	56	-	-
Anglo adults (30):					
Read most	43	10	50	-	-
Also read	23	7	20	-	-
Total mentions	66	17	70	-	-

Among students in the city of Austin the name of the morning and evening papers are apparently not sharply differentiated. A large proportion claimed to read the "American-Statesman", and their replies are reported separately in the table. The American is the morning paper, and the Statesman is the evening paper. Technically, the "American-Statesman" is the Sunday paper, but these respondents read the paper more often than once a week. (Locally, the newspaper offices for both the morning and evening paper are listed in the telephone directory under the heading "American-Statesman.") Judging from the distribution of replies of those who did specifically name either the morning or the evening paper, it looks as though the Anglo students read the morning newspaper considerably more than do the Spanish students. Among Spanish students, 9% named the Austin American (morning), 34% named the Statesman (evening), and 49% wrote in "American-Statesman" on their questionnaires. Among Anglo students, the corresponding figures were 43% for the morning paper, 34% for the afternoon paper, and 37% for the "American-Statesman". It is the opinion of the analysts that the afternoon paper is more likely to be called the "American-Statesman", but there is insufficient evidence to allocate any proportion of such replies to the evening rather than to the morning newspaper. What seems clear, nevertheless, is that the Austin afternoon paper won more readership from Spanish speaking students than did the morning paper.

Among Spanish speaking adults in Austin, the Statesman (32%) was mentioned more often than the American (24%) but the results for this group are also not entirely clear, since 34% named the "American-Statesman". Among Anglo adults, however, the American (the morning paper) was mentioned more often than the afternoon paper, the figures being 48% and 30% respectively (total mentions).

In San Antonio, the favorite newspaper among Spanish adults and students alike was the San Antonio Light, with 51% of the former and 46% of the latter naming it as read most. Among Anglo students and adults, the Light was also mentioned most frequently as read most, although the San Antonio Express was named almost as often.

The News was definitely more popular among students, both Spanish and English, than it was among adults. Thirty-nine per cent of Spanish students named it first or second, compared with 9% of Spanish speaking adults. Among Anglo students, 54% named it first or second, compared with a 17% figure for Anglo adults.

Magazine Readership

Another mass medium asked about in the survey was magazines. Respondents were asked whether they read a magazine regularly.

defined as meaning about every other issue, and if so, were asked to name the magazine. The first table below will indicate the percentage of those who claimed readership, together with the number of magazines listed:

Table 24

MAGAZINE READERSHIP REPORTED

	Spanish adults %	Spanish students %	Anglo students %	Anglo adults %
Did not report reading a magazine	72	47	17	33
Named English magazines:				
1 magazine	15	28	28	15
2 magazines	10	17	19	26
3 magazines	2	6	19	11
4 or more	1	2	17	15
Total mentioning one or more English magazines	28	53	83	67
Named Spanish magazine	8	-	-	-
Bases:	(194)	(177)	(212)	(66)

The Spanish speaking adults are definitely less likely to report reading magazines than any other group. This is not so true of Spanish speaking students, for over half of them (53%) said they read at least one magazine regularly. Anglo students were those who reported the highest degree of magazine readership, greater even than Anglo adults. Seventeen per cent of the former and 33% of the latter reported not reading a magazine regularly.

Specific Magazines Named

The magazines named most often are listed in the table that follows:

Table 25
MAGAZINES REPORTED READ

(per cent naming each magazine)

	Spanish adults %	Spanish students %	Anglo students %	Anglo adults %
English				
Life	18	24	25	35
Readers Digest	3	1	5	17
Post	2	6	10	3
Look	13	9	9	3
McCalls	9	4	4	13
Ladies Home Journal	6	2	1	5
Red Book	1	-	1	5
Time	1	-	9	8
Newsweek	1	1	1	6
Teen	-	2	3	-
Seventeen	-	1	19	-
Sports	-	7	13	-
Good Housekeeping	-	-	1	6
Playboy	-	1	4	-
Mad	-	1	3	-
Cars	-	3	4	-
True Confession	5	5	1	-
Others	6	13	19	13
Spanish				
Life en Espanol	3	-	-	-
Selecciones	1	-	-	-
Confidencias	1	-	-	-
Detective	1	-	-	-
Hoy	1	-	-	-
Cinema	1	-	-	-

Moviegoing

Respondents were first asked whether they go to the movies, and if so, how often they have attended a movie in the past two weeks. A considerable number of adults answered that they do not (customarily) go out to movie theatres, as indicated in the following table:

Table 26

FREQUENCY OF MOVIEGOING

	Spanish adults	Spanish students	Anglo students	Anglo adults
Do not go to movies	42%	14%	4%	41%
Number of times have attended in past two weeks:				
3 times or more	3	10	5	0
2 times	3	14	17	2
Once	19	28	32	10
None	59	40	44	60
No answer	16	8	2	28
	100%	100%	100%	100%

Both adult samples go to movies much less frequently than the student population. The Spanish adults in the sample attended with somewhat more frequency than did the Anglo adults surveyed, and the Latin students somewhat more often than the Anglo students. The major differences, however, are between the student and the adult population.

The Spanish speaking sample of moviegoers was asked whether they preferred movies in English or in Spanish, with the following results:

Table 27

MOVIE LANGUAGE PREFERENCE

	Prefer Spanish	Prefer English
Spanish adults	49%	29%
Spanish students	6%	86%

Approximately 50% of the Spanish speaking adults would prefer motion pictures in their native language. Among students, this preference for Spanish dropped to less than ten per cent.

III

SPANISH LANGUAGE USAGE IN MEXICAN-AMERICAN HOMES

A matter of particular interest to planners of television programming for educational broadcasting to Spanish speaking homes is language usage within the home. In the American cultural setting the younger generation of Latin families is likely to be exposed to English in school, and the head of the household frequently must use English at work. What are the patterns of language use revealed by the present study?

Inquiry was made as to the language spoken in six possible relationships, such as that between husband and wife, mother and child, etc., with the following results:

Table 28

PATTERNS OF LANGUAGE USAGE IN LATIN AMERICAN HOMES

	Spanish spoken %	Both languages, mixed %	English spoken %	Bases (those answering)
As reported by Spanish speaking adults:				
(a) Between husband and wife	71	27	2	(146)
(b) Between mother and children	48	46	6	(145)
(c) Between father and children	39	54	7	(129)
(d) Children among themselves	25	51	24	(141)
(e) Grandparents to parents	94	6	0	(80)
(f) Grandparents to grandchildren	89	8	3	(73)
As reported by Spanish speaking students				
(a) Between husband and wife	59	39	2	(158)
(b) Between mother and children	35	49	16	(161)
(c) Between father and children	28	55	17	(161)
(d) Children among themselves	18	49	33	(164)
(e) Grandparents to parents	85	10	5	(151)
(f) Grandparents to grandchildren	79	13	8	(149)

Reading from the lefthand column, it may be seen that the language used most often between husband and wife is Spanish, with very few homes reporting English used predominantly in this relationship. The greatest incidence of use of Spanish involves grandparents, as might be expected.

Mothers were more likely to use Spanish in speaking with their children than fathers. When children spoke to each other, they were more likely to report using a mixture of English and Spanish than pure English or pure Spanish.

IV

COMPARATIVE ANALYSIS OF ATTITUDES TOWARDS SCHOOLING AND OPINIONS OF TEACHERS

Information was sought from all four groups with regard to the importance of schooling and impressions of teachers. If television programming of an educational nature is to be used in an effort to reach Spanish speaking families, knowing their attitudes towards schooling may provide useful orientation.

As background it should be noted that according to 1960 and earlier census data, persons of Spanish surname in Texas had a lower figure for median school years completed than the all-white population or even the non-white population.

MEDIANS FOR YEARS OF SCHOOLING COMPLETED (TEXAS)[1]

	1950	1960
Spanish surname	3.6	4.7
All white	9.7	10.8
Non-White	7.0	8.1

An analysis by standard metropolitan statistical areas reveals that the degree of education of the Mexican-American population varies sharply from one city to another within Texas, and between cities in Texas and other states such as California. Inspection of the data by Samora caused him to dismiss as too easy a hypothesis to account for this such a factor as closeness to the border, or innate characteristics of these citizens due to their Mexican origin.[2]

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[1] Source: Table 2 of Julian Samora, "Education of the Spanish Speaking in the Southwest--An Analysis of the 1960 Census Materials," University of Notre Dame, Department of Sociology, 1964, Mimeographed.

[2] Ibid., p. 5-8.

According to Samora's summary:[1]

> There appears to be a consensus of opinion among most observers, professional and non-professional, that the Spanish-speaking lack sufficient motivation to stay in school. . . . (The writer) has often been puzzled by the disproportionate drop-out rate of this population in comparison with its desire for an education. Talk to the "man-in-the-street," at the tavern, in his home, at meetings, and in the field, about the importance of education. Listen to his aspirations, for himself and for his children. He invariably will speak regretfully of his lack of education and how it has kept him from getting a decent, steady and "easy" (inside work) job or how it has hindered any opportunity for advancement.

The present study endeavored to tap some basic attitudes towards schooling in the endeavor to see whether there were notable differences between the Spanish speaking and the Anglo population along the particular dimensions measured.

The basic question format for much of this information consisted of asking for agreement or disagreement with each of a series of statements. A six point scale was used, based on three degrees of agreement (very much,fairly much, and a little) and the same choice of answers for disagreement.

Attitude Towards Schooling

The first statement to be discussed dealt with the desirability of completing high school.

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[1] Ibid., p. 11.

Table 29

DESIRABILITY OF COMPLETING HIGH SCHOOL[1]

"Everybody should go to school until
he gets through high school."

	Spanish adults	Spanish students	Anglo students	Anglo adults
Agree very much	64%	76%	77%	76%
Fairly much	20	9	8	7
A little	10	3	3	9
Total agreement	94	88	88	92
Disagree a little	1	5	2	3
Fairly much	1	2	3	-
Very much	2	3	4	-
Total disagreement	4	10	9	3
No answer	2	2	3	5
Total	100%	100%	100%	100%
Base	(195)	(169)	(209)	(67)

Reading across the top line indicates the percentage of each group in strong agreement with the statement. It appears that 64% of Spanish adults agreed very much, as did 76% of Spanish speaking students, 77% of Anglo students, and 76% of Anglo adults.

The total agreement figures (representing the sum of very much, fairly much and slight agreement with the statement) were 94% for Spanish adults, 88% for Spanish students, and for Anglo students, and 92% for Anglo adults.

This comparison reveals very little difference between the expressed opinions of each group with respect to the importance of at least a high school education. It is definitely viewed as desirable.

Another statement referred to the main reason for going to school, and evoked the response reported below.

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[1] The bases for the tables that follow in the same agree-disagree format will be identical to the number of respondents given at the foot of this table. Hence, they will not be repeated each time.

Table 30

MAIN REASON FOR SCHOOLING

"The main reason for going to school
is to be able to make a living."

	Spanish adults %	Spanish students %	Anglo students %	Anglo adults %
Agree very much	37	66	40	22
Fairly much	35	11	22	17
A little	16	6	7	27
Total agreement	88	83	69	66
Disagree a little	5	5	15	9
Fairly much	3	4	6	12
Very much	3	6	7	10
Total disagreement	11	15	28	31
No answer	1	2	3	3
Total	100%	100%	100%	100%

Two-thirds of the Spanish speaking students were in full agreement with this statement, agreeing very much. Forty per cent of Anglo students felt this strongly in agreement, as did 37% of Spanish adults. The corresponding figure for Anglo adults was 22%. In terms of general agreement (total agreement line), the percentage for Spanish adults was higher than for any other group, being 88%, for Spanish students was 83%, and for Anglo students and adults 69% and 66% respectively.

While educators generally feel that the above statement is not correct, since the purpose of education is far more than vocational preparation, from the point of view of the Spanish speaking population there appears to be considerable truth in the proposition. What is important from our point of view is the high degree of recognition by Spanish speaking students that education represents a desirable channel of preparation for entering the work force.

A third test statement took the form of an indirect denial of the preceding statement.

Table 31

VALUE OF ALL THAT IS LEARNED IN SCHOOL

"A lot of things you are supposed to learn in school will never do any good."

	Spanish adults %	Spanish students %	Anglo students %	Anglo adults %
Agree very much	12	7	17	6
Fairly much	21	8	13	8
A little	17	11	17	25
Total agreement	50	26	47	39
Disagree a little	12	6	13	16
Fairly much	18	20	19	27
Very much	18	46	19	15
Total disagreement	48	72	51	58
No answer	2	2	2	3
Total	100%	100%	100%	100%

The group most likely to deny the above statement was the Spanish speaking student group, with 26% being in general agreement and 72% in disagreement, of whom almost half--46%--were in strong disagreement. The Spanish adults were divided about evenly, with 50% in general agreement and 48% in disagreement. Anglo students were split about the same way, the respective figures being 47% and 51%. Anglo adults were more likely to disagree (58%) than to agree (39%).

The significance of these figures is to reveal that at the ninth grade level--where the great majority of these students are--there appears to be a definitely stronger tendency to express approval of and desire for education among Spanish speaking students than among Spanish speaking adults.

One way to get ahead in school was the subject of another statement to which the various groups responded.

Table 32

THE NECESSITY OF CHEATING

"Students have to cheat these days."

	Spanish adults %	Spanish students %	Anglo students %	Anglo adults %
Agree very much	6	9	1	0
Fairly much	12	6	2	0
A little	14	7	6	2
Total agreement	32	22	9	2
Disagree a little	10	13	12	4
Fairly much	19	14	10	6
Very much	38	49	67	84
Total disagreement	67	76	89	94
No answer	1	2	2	4
Total	100%	100%	100%	100%

Spanish speaking adults were the most likely to agree (32%), followed by Spanish students (22%), and by Anglo students (9%) and Anglo adults (2%). This does not reflect actual degree of cheating, but refers to the assertion that it is more or less justifiable. In full (very much) disagreement were 84% of the Anglo adults and 67% of the Anglo students. Forty-nine per cent of the Spanish speaking students also took sharp issue with the statement, as did 38% of Spanish adults.

In summary, a good majority of all groups were in disagreement with the statement about the need to cheat these days. The group least likely to disagree were the Spanish adults.[1]

Another statement took the position that schools in the city were satisfactory. Respondents agreed and disagreed in the following degree.

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[1] "Hispanic culture is based on extreme individual autonomy within the absolute boundaries created by society. The regulations and restrictions of religion, government, and other forms of authority are not internalized to form a 'conscience' which might restrict inconsequential acts and thoughts."

Jane and Chester Christian, "Spanish Language and Culture in the Southwest" in Joshua A. Fishman et al. Language Loyalty in the U.S. (Yeshiva Univ., 1963, Vol. III, p. 85.)

Table 33

SATISFACTION WITH SCHOOL SYSTEM

"The schools in our city are good enough."

	Spanish adults %	Spanish students %	Anglo students %	Anglo adults %
Agree very much	31	34	33	11
Fairly much	43	30	27	25
A little	13	5	9	13
Total agreement	87	69	69	49
Disagree a little	6	12	10	21
Fairly much	4	11	10	12
Very much	2	7	9	13
Total disagreement	12	30	29	46
No answer	1	1	2	5
Total	100%	100%	100%	100%

Here an interesting difference is found between the responses of the Spanish and Anglo adults. Eight-seven per cent of the Spanish adults expressed agreement, whereas just 49% of Anglo adults did so. Among students, the figure was 69% for both groups.

Here, then, was a vote of confidence in the school system on the part of the Spanish speaking which amounted to a stronger favorable vote than the sample of Anglo adults were willing to give. While no information was collected with respect to _why_ the schools were good enough, or not good enough, we may suppose on theoretical grounds that two different sets of criteria were being applied by the two different groups.[1] By comparison with the school systems in certain areas of Mexico, or with the school system some years ago in which they were enrolled, the Spanish adults may find the present schools much improved. Anglo adults probably do not apply that yardstick of comparison, perhaps taking the almost civic-minded attitude that improvement is always possible, perhaps troubled by the need for good college preparation these days, possibly aware of salary scales for teachers, etc.

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[1] See R. K. Merton and P. F. Lazarsfeld (eds.), _Continuities in Social Research: The American Soldier_ (Glencoe: The Free Press, 1950), in which reference group theory was explored and outlined, based on the discovery by Armed Forces research teams during World War II that such anomalous findings as different responses to the same situation by different groups could be understood once it were known what the basis of evaluation was that a group used, i.e., what their bases of comparison were.

Opinions Regarding Teachers

Response to a series of statements dealing with teachers will be presented next. In the comparison of results that follows it will be possible to contrast the views of adults with those of students, as well as the views of Spanish speaking students with those of the Anglo student group.

Table 34

FAIRNESS OF TEACHERS

	Spanish adults %	Spanish students %	Anglo students %	Anglo adults %
Most teachers are fair and do not have any special favorite student:				
Agree very much	22	20	15	16
Fairly much	29	23	19	42
A little	27	16	12	22
Total agreement	78	59	46	80
Disagree a little	10	11	16	7
Fairly much	7	14	17	2
Very much	3	15	19	5
Total disagreement	20	40	52	14
No answer	2	1	2	6
	100%	100%	100%	100%

It is interesting to note here the greater tendency of both adults groups to attribute the quality of fairness to teachers, with 78% of Spanish adults and 80% of Anglo adults being in general agreement. Among students opinion was more evenly divided, with 59% of Spanish students in agreement and 46% of Anglo students in agreement.

Another statement dealt with liking of students for teachers.

Table 35

LIKING OF TEACHERS

	Spanish adults	Spanish students	Anglo students	Anglo adults
Students usually like their teachers:	%	%	%	%
Agree very much	19	19	10	16
Fairly much	42	34	31	42
A little	26	15	28	30
Total agreement	87	68	69	88
Disagree a little	5	13	12	3
Fairly much	4	6	8	0
Very much	2	11	6	0
Total disagreement	11	30	26	3
No answer	2	2	5	9
	100%	100%	100%	100%

Almost 9 out of 10 adults were in agreement, whereas among students this figure was more nearly 7 out of 10.

A third statement dealt with the effectiveness of teachers in making lesson material easy to understand.

Table 36

MAKING CLASS MATERIAL EASY TO UNDERSTAND

Most teachers make things very easy to understand:	Spanish adults %	Spanish students %	Anglo students %	Anglo adults %
Agree very much	20	36	13	11
Fairly much	42	30	22	34
A little	25	16	18	22
Total agreement	87	82	53	67
Disagree a little	6	2	16	12
Fairly much	5	8	13	18
Very much	1	6	14	0
Total disagreement	12	16	43	30
No answer	1	2	4	3
	100%	100%	100%	100%

Noteworthy here is the favorable vote given by Spanish speaking students (82%) which was relatively more so than that expressed by Anglo students (53%). Spanish adults were in more general agreement (87%) than Anglo adults (67%). The lesser figure for Anglo adults suggests that perhaps Anglo students have expressed themselves from time to time, and their parents have taken notice. In the present study, of course, the parents of the students were not interviewed, so there will be no direct connection between the student and adult groups as here sampled. Another possible implication of these figures may be that teachers of the Spanish speaking students have had to take more care in explaining class material. A less charitable view might be that the work in the predominantly Anglo schools or classes is harder and more challenging. Still another possible explanation is that the Spanish speaking groups are more likely basically to take a position in the course of an interview of being in agreement with everything said. The fact that in most other tables of figures presented in the report this is not the case is sufficient answer to such a suggestion.

Pertinent here is a statement regarding homework.

Table 37

HOMEWORK

Most students can finish all the homework teachers give:	Spanish adults %	Spanish students %	Anglo students %	Anglo adults %
Agree very much	18	40	26	10
Fairly much	52	25	25	37
A little	21	8	15	33
Total agreement	91	73	66	80
Disagree a little	5	9	15	6
Fairly much	0	11	8	3
Very much	2	6	8	3
Total disagreement	7	26	31	12
No answer	2	1	3	8
	100%	100%	100%	100%

Forty per cent of the Spanish students were in full agreement, compared with 26% of the Anglo students. In terms of more general agreement, the figures were 91% for Spanish adults, 80% for Anglo adults, 73% for Spanish students, and 66% among Anglo students. Although the interpretation is highly tentative, one implication of these figures is that more homework is given to Anglo students.

Another test statement was used to obtain response regarding teachers' understanding of their students.

Table 38

UNDERSTANDING BY TEACHERS

Most teachers understand the needs and interests of students:	Spanish adults %	Spanish students %	Anglo students %	Anglo adults %
Agree very much	25	36	19	19
Fairly much	39	31	33	39
A little	25	15	17	21
Total agreement	89	82	69	79
Disagree a little	5	2	12	10
Fairly much	3	8	8	5
Very much	1	6	7	0
Total disagreement	9	16	27	15
No answer	2	2	4	6
	100%	100%	100%	100%

The group feeling most strongly about this consisted of the Spanish students, of whom 36% agreed very much. Among Anglo students, 19% did so. Again, this speaks well for the rapport which teachers of the Spanish speaking students appear to have been able to establish. Total general agreement figures were 89% for Spanish adults, 82% for Spanish students, 79% for Anglo adults, and 69% for Anglo students.

Another statement dealt indirectly with the relative importance of the intellectual side of the school curriculum.

Table 39

RELATIVE IMPORTANCE OF COACHES AND TEACHERS

Football coaches do more for a school than teachers:	Spanish adults %	Spanish students %	Anglo students %	Anglo adults %
Agree very much	6	14	7	3
Fairly much	15	11	4	3
A little	9	6	5	3
Total agreement	30	31	16	9
Disagree a little	25	20	18	6
Fairly much	18	20	19	13
Very much	25	27	43	67
Total disagreement	68	67	80	86
No answer	2	2	4	5
	100%	100%	100%	100%

Nine per cent of Anglo adults were in agreement with this statement, and 86% in disagreement. Of the latter, 67% were in very much disagreement. Although Anglo students did not feel quite as strongly (43% very much in disagreement, 16% in general agreement), they nevertheless were quick to assert the relative importance of teachers. Two-thirds of the two Spanish speaking groups were also in general disagreement with the statement, with approximately one quarter (25% and 27%) very much in disagreement. About 30% of each group was in agreement.

Examination of the figures for Spanish students reveals a bi-modal distribution. This means that within that group there were some who were "coach oriented," so to speak, and another (larger) group which was "teacher oriented." The 14% very much in agreement with the statement represent the former, and the 27% very much in disagreement represent the latter. Within the Anglo student group the relative size of these two extremes was considerably different, the two figures being 7% in full agreement and 43% in full disagreement.

We conclude, then, that the attitudes of Spanish speaking families adults and students towards teachers is positive, insofar as expressed in response to the statements presented. There is a sub-culture which appreciates football coaches more than teachers, but this is not in the majority. Nevertheless, the preceding table and some of the other figures seen so far illustrate an important point, namely, that the Spanish speaking population really consists of various sub-populations, differentiated not only on the basis of age and sex and similar demographic variables but also in terms of attitudes and values.[1]

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[1] Some students of Mexican-American culture have pointed out that there are three distinct sub-cultures, that of the "chicanos," the "pachucos," and the "pochos." The first group maintains loyalty to the concept of "la raza" and is less subject to acculturation. The "pocho" group has become largely anglicized. The pachucos reject the authority of both cultures, and consequently are a problem to both. In this connection see George C. Barker, Pachuco, An American-Spanish Argot and its Social Function in Tucson, Arizona (Tucson: University of Arizona Press) 1958. Also, the importance of the concept of "la raza" is discussed in Lyle Saunders, Cultural Difference and Medical Care (New York: Russell Sage Foundation) 1954.

The pachuco sub-culture is also described briefly in Chester C. Christian, op. cit., p. 112.

The following comment is likewise pertinent: "It is.... difficult if not impossible for a boy in school to disregard completely the values of the dominant culture in which he is immersed. Constantly reminded of his lack of interest in the standard objectives and discriminated against because of the level of his achievement, he is likely to react negatively, that is, he comes to deny the validity of the standard objectives and to embrace values that are diametrically opposed." Carl Rosenquist, An Intercultural Study of Juvenile Delinquency (Address at Conference on Social and Economic Change in Contemporary, Mexico, Monterrey, Mexico) August, 1961 (mimeo).

Level of Educational Aspiration

Students were asked how far they hoped to go in school, with the following results:

Table 40

EDUCATIONAL ASPIRATIONS OF STUDENTS

	Spanish students %	Anglo students %
Less than High School degree	4	-
H. S. diploma	35	5
Business or trade school following H. S.	19	5
College:		
1 year	3	1
2 years	8	3
3 years	2	1
4 years	24	72
Graduate work	-	8
No answer	5	5
	100%	100%
Bases:	(177)	(212)

There is quite obviously a significant difference in the educational aspirations of the Spanish speaking student population and of the Anglo students from middle and upper middle class residential areas. The latter include a considerably greater percentage hoping to complete college (72%) and possibly go beyond (8%) than the former (24%).

Adults expressed a higher level of aspiration for young people than did students themselves. The following table reports for boys and girls (sons and daughters) separately. Respondents who had no son or daughter in school were asked how far they thought a boy or girl should go in school to complete his education, and their replies have been consolidated with those of parents.

Table 41

ADULT ASPIRATIONS FOR EDUCATION OF YOUNG PEOPLE

	Spanish Adults		Anglo Adults	
	For Boys	For Girls	For Boys	For Girls
	%	%	%	%
Less than High School degree	-	2	-	1
H. S. diploma	16	28	3	11
Business or trade school following H. S.	3	4	1	5
College:				
1 year	2	-	-	-
2 years	2	2	2	3
3 years	-	-	-	1
4 years	72	57	85	76
Graduate work	-	-	8	-
No answer	5	7	1	3
	100%	100%	100%	100%
Bases:	(194)	(194)	(66)	(66)

Inasmuch as parents and other adults were free to dream in this question, and could specify whatever level of education they chose, it is not surprising to find that their aspirations were high. What is interesting is the difference between the two, the Anglo adult figures for completion of college (93% for boys, 76% for girls) being higher than for Spanish adults (72% for boys, 57% for girls).

Level of Expectation

In an effort to determine how realistic the aspirations were of parents with children in school, they were asked whether they expected their children to go as far as they would like them to go. Results are presented in the following table:

Table 42

LEVELS OF EXPECTATION (PARENTS)

Yes, expect own children to complete years of school parent would like them to:	Spanish Parents	Base: No. of parents answering	Anglo Parents	Base: No. of parents answering*
Boys	68%	(60)	73%	(15)
Girls	72%	(61)	92%	(16)

*Note: Bases were relatively small.

Students also were asked whether they expected to complete as much schooling as they wished.

Table 43

LEVEL OF EXPECTATION (STUDENTS)

Per cent who expect to complete desired years of schooling:	Spanish students	Base: No. of students answering	Anglo students	Base: No. of students answering
	72%	(177)	85%	(212)

Inquiry was made of those students who did not expect to finish as to reasons, and this same question was asked of parents who did not foresee that their children would finish.

Response in Spanish speaking homes in particular was very largely in terms of economic need, and the necessity of earning funds with which to help support the family.

Marriage was occasionally named as a factor by various respondents.

Participation of Adults in P-TA

Parents with children in school were asked whether they ever attended meetings of the Parent-Teachers Association, and if so, how recently they had gone. Results follow:

Table 44

ATTENDANCE AT P-TA

	Spanish adults	Anglo adults
Recency of attendance:		
1 month	14%	28%
in last 3 months	11	18
in last 6 months	8	14
in last 1 year or 2	12	11
Per cent who said they ever attend P-TA	45%	71%
Bases: (those answering)	(129)	(28)

Among Spanish-speaking parents answering this question, almost half reported attending a P-TA meeting at one time or another. This could include a "back-to-school" night at which time parents are expected to come and meet the teacher, or a meeting at which the children present a program, with their parents in particular likely to come. Just over seventy per cent of Anglo adults reported having attended a P-TA meeting. If we choose to discount the percentage who reported attending only in the last year or two, the figures become roughly one-third of the Spanish-speaking parents and approximately 60% of the Anglo adults. In answer to another question, 32% of Spanish-speaking parents were able to name the principals of the schools their children attend, as could 46% of the Anglo adult parents.

The major conclusion to draw from the above figures is that while the upper middle class Anglo parents are more active in P-TA work, nevertheless there seems to be a minority of Spanish-speaking adults who are taking a definite and active interest in their children's schooling, judging from reported attendance at P-TA. The help of this group might be enlisted in evaluating television programs designed to appeal to the Spanish-speaking.

Ratings of Teachers Along Various Dimensions

The semantic differential type of question was used to obtain impressions of "most teachers" and "the best teacher I ever had." The same list of descriptive terms was used to obtain a self-image, based upon the person's self-report.

We shall look first at the impression which all four groups reported having of "most teachers." The concepts are listed in the order asked.

Table 45

IMPRESSION OF MOST TEACHERS
(per cent rating teachers extremely favorably on concepts listed)

Most teachers are:	Spanish adults %	Spanish students %	Anglo students %	Anglo adults %
Friendly	54	32	20	33
Patriotic	48	26	26	48
Trustworthy	60	50	46	66
Honest	67	49	61	61
Unselfish	43	42	33	33
Strong	49	25	16	27
Intelligent	68	48	54	54
Sincere	60	42	39	36
Romantic	13	11	8	6
Helpful	Not asked	63	53	54
Admirable	55	35	40	51

Another way of looking at these same results is to rank the various dimensions in rank order of frequency of very favorable mention. This is done immediately below. The percentage figures would be the same as given above, but the rank order of favorable mention for each group may now be clearly discerned.

Table 46

RANK ORDER REVEALING QUALITIES PICKED MOST OFTEN FROM LIST AS CHARACTERISTICS OF MOST TEACHERS

Most Teachers Are:

Spanish adults	Spanish students	Anglo students	Anglo adults
Intelligent	Helpful	Honest	Trustworthy
Honest	Trustworthy	Intelligent	Honest
Trustworthy	Honest	Helpful	Intelligent
Sincere	Intelligent	Trustworthy	Helpful
Admirable	Sincere	Admirable	Admirable
Friendly	Unselfish	Sincere	Patriotic
Strong	Admirable	Unselfish	Sincere
Patriotic	Friendly	Patriotic	Friendly
Unselfish	Patriotic	Friendly	Unselfish
Romantic	Strong	Strong	Strong
	Romantic	Romantic	Romantic
("Helpful" not asked)			

There are several interesting things to be noted here. Spanish adults listed intelligence more often than others as the quality most teachers have. Being friendly was well down the list. Being romantic was definitely in last place for this group, as for all groups.

Spanish students listed helpfulness as the outstanding characteristic, this being ranked third by Anglo students and fourth by Anglo adults. (It was not asked of Spanish adults). Intelligence was ranked fourth and friendliness in 8th place.

Anglo students saw honesty as the outstanding quality of teachers, closely followed by intelligence and helpfulness. Friendliness ranked ninth.

Anglo adults listed trustworthiness and honesty first and second, followed by intelligence and helpfulness. Friendliness ranked eighth.

It is not surprising to find intelligence ranked reasonably high, nor helpfulness. What is somewhat unexpected is the relatively low ranking given to the quality of friendliness.

A somewhat different ranking is found when students were asked to describe the best teacher they have ever had. Results are given next.

Table 47

QUALITIES OF BEST TEACHER

(per cent rating best teacher extremely favorably on concepts listed)

The Best Teacher I Ever Had

Spanish students	%	Anglo students	%
Helpful	81	Friendly	82
Friendly	77	Helpful	81
Honest	69	Admirable	80
Admirable	69	Honest	78
Trustworthy	68	Trustworthy	77
Intelligent	67	Intelligent	74
Sincere	61	Sincere	73
Unselfish	60	Unselfish	68
Patriotic	58	Patriotic	57
Strong	32	Strong	40
Romantic	10	Romantic	26

Here we find that the top two qualities were helpfulness and friendliness. Intelligence is ranked 6th in both lists. Again, being romantic is ranked last in both.

The changed rank position of friendliness suggests that a major factor affecting perception of a teacher as "one of the best" is the extent to which a teacher is able to give students the impression of being "friendly." Teachers, like parents, have to choose sometimes between being loved and being respected, between being liked and being effective instructors and disciplinarians.

The implication of this for television programming is most important. It suggests that a premium be put upon selection of teachers or presentors of information on the air who live up to the image of "best teacher I have had," which means stressing the qualities of friendliness, helpfulness, trustworthiness and intelligence, and doing so perhaps in that order. Quite apparently students respect teachers, and look up to them. It is natural to want to have an especially friendly relationship, which from the teacher's standpoint is difficult to manage for an entire group of young people. Teachers of Spanish-speaking students apparently gave the impression to one-third of them that they are very friendly, as did teachers of Anglo students to one-fifth of their classes. Nevertheless, judging from the above figures, there is some disappointment felt by a good many students in the normal course of the learning process at school. A television teacher who could be portrayed not only as helpful but also as exceptionally friendly--possibly, for example, dealing with several students on screen periodically in very friendly fashion--might have an impact and an appeal which would strengthen the entire presentation.

Self-Images of Students and Adults

The results of asking respondents to rate themselves along the dimensions listed are given in the next table of figures. These are in rank order reflecting frequency of mention.

Table 48

CONCEPTS OF SELF

(per cent rating self extremely high on concepts listed)

Spanish adults	%	Spanish students	%	Anglo students	%	Anglo adults	%
Honest	65	Helpful	48	Trustworthy	40	Trustworthy	67
Sincere	61	Friendly	43	Sincere	40	Honest	61
Trustworthy	58	Trustworthy	36	Romantic	37	Patriotic	57
Friendly	57	Sincere	34	Honest	36	Helpful	48
Patriotic	48	Honest	32	Helpful	33	Admirable	48
Unselfish	44	Romantic	29	Friendly	29	Sincere	46
Admirable	41	Unselfish	28	Patriotic	27	Friendly	43
Strong	38	Patriotic	27	Intelligent	19	Strong	33
Intelligent	34	Admirable	21	Unselfish	18	Unselfish	30
Romantic	24	Strong	16	Strong	17	Intelligent	24
		Intelligent	11	Admirable	17	Romantic	10

("Helpful" not asked)

Adults saw themselves as honest and trustworhty. Anglo adults specified they were patriotic (3rd position), and Spanish adults sincere (2nd). Spanish students viewed themselves as helpful and friendly, whereas Anglo students were more likely to think of themselves trustworthy, sincere, and romantic, with friendliness being mentioned less often than romance.

What is surprising from the educational standpoint is the relative humility with which all groups view their intelligence. Among Spanish adults and students being intelligent is ranked next to last and last respectively. Among Anglo students this quality is in 8th position, and among Anglo adults in 10th (next to last). Adults view themselves least in terms of being romantic, next least in terms of being intelligent.

When we examine the student figures for the full range of response regarding the quality of intelligence, we find that Anglo students were more likely than Spanish-speaking students to see themselves as intelligent.

Table 49

SELF-RATINGS ON INTELLIGENCE

	Spanish students %		Anglo students %	
Intelligent (very)	11)	34%	19)	58%
.	23)		39)	
.	21		17	
.	23		13	
.	7		4	
Stupid (very)	5		4	
No answer or unclear	10		4	
	100%		100%	
Bases:	(167)		(209)	

Thus, a total of 34% of Spanish students described themselves as either very intelligent or rather intelligent (the top two scale positions), whereas this was 58% for Anglo students.

By contrast, Spanish speaking students were more likely to rate themselves as very friendly, as indicated in the following distribution.

Table 50

SELF-RATINGS ON BEING FRIENDLY

	Spanish students %		Anglo students %	
Friendly (very)	43)	63%	27)	59%
.	20)		32)	
.	16		23	
.	12		9	
.	1		3	
Unfriendly (very)	1		2	
No answer or unclear	7		4	
	100%		100%	
Bases:	(167)		(209)	

With respect to the top two positions in the scale, a total of 63% of Spanish students described themselves as friendly, and a total slightly under that (59%) of the Anglo students did so, the major difference being in the very friendly category (43% vs. 27%).

The practical implication of the above figures is that educational television programming will probably have to avoid giving the impression that "these programs are designed especially for intelligent people" since there is less likelihood of students seeing themselves as intelligent, than there is seeing themselves having various other qualities. This does not mean the programs should be anything but intelligent, however. It does mean that production must build in other qualities, so the desired audience will feel "this program is for us."

Educational Achievements of Students

We saw in the preceding pages the self-ratings on intelligence given by respondents.

One measure of the extent to which intelligence has been developed and is being used is provided by educational achievement, and one measure of this is provided by the grades given to students by their teachers. Students filling out questionnaires were asked to say what their grade average was. Judging from these--as given below--the Anglo students had achieved more success in school so far than the Spanish-speaking group.

Table 51

GRADE AVERAGES REPORTED BY STUDENTS

	Spanish students %	Anglo students %
A+	2	4
A-	5	21
B+	5	18
B	33	29
B-	9	4
C+	4	2
C	27	12
C-	2	1
D	3	2
No answer	10	7
	100%	100%
Bases:	(177)	(212)

A total of 7% of the Spanish students reported an average of A or A-, whereas 25% of the Anglo students claimed to have this high an average. Towards the other end of the scale, those reporting a C average were 27% and 12% respectively.

The students who filled out the questionnaires within the schools were not selected on a completely random basis, but the school principals in each instance were asked to see that the three or four classes contacted did represent varying levels of achievement. There is no way we can tell how well this sampling requirement was fulfilled. Hence, the preceding figures as to scholastic achievement should be looked at not so much as meaning irrevocably that Spanish-speaking students do not always do as well as Anglo upper middle class students, or that there is this precise difference in achievement. What it probably does mean is that as the upper middle class college-oriented student goes through school he is more motivated to study, and obtains higher marks. It does not necessarily follow that he is happier in school, since this is a function of his level of expectation with regard to grade average. On the other hand, those students with an average of A have achieved as high a scholastic mark as they can, and in this sample apparently more of the Anglo group have sniffed the sweet smell of success, which generally motivates further striving.

V

COMPARATIVE ANALYSIS OF OPINIONS REFLECTING GENERAL WORLD OUTLOOK

In the effort to locate differences in viewpoint with regard to various aspects of the environment, all groups were asked to agree or disagree with a battery of items. Most of the statements used were selected and modified from work carried out previously[1], and were designed to probe a particular area of concern, such as normlessness, social alienation, political interest, etc. as listed and discussed below. In addition to the agree-disagree format, other types of questions were used also, as will be reported.

Opinions Regarding Present Political System

In general, Spanish adults and Spanish speaking students were more likely to speak favorably of the political system than were the Anglo groups, as will be noted in looking at the following five items. It should be kept in mind that the Anglo group sampled were from the upper middle class segment of the population, which is traditionally more sympathetic to the Republican party than to the Democrats. The information presented elsewhere in this report giving the names of the national and world personalities admired most revealed a Republican leaning. Nevertheless, it is difficult to see why this should be an overwhelming factor in creating a consistently less positive vote in favor of the present system. Possibly the upper middle class Anglos, having more at stake economically, are more critical of what they would call "welfare state" trends in democratic government.

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[1] See in particular Delbert C. Miller, Handbook of Research Design and Social Measurement (New York: David McKay Co., Inc., 1964). This book contains a large number of instruments and scales which have been reported in the literature.

Table 52

OPINION: VOTING AS DECISIVE

"The way people vote is the main thing that decides how things are run in this country."

	Spanish adults %	Spanish students %	Anglo students %	Anglo adults %
Agree very much	20	59	39	18
Fairly much	36	14	26	25
A little	27	8	11	15
Total agreement	83	81	76	58
Disagree a little	11	4	9	16
Fairly much	4	4	7	18
Very much	1	5	6	3
Total disagreement	16	13	22	37
No answer	1	6	2	5
Total	100%	100%	100%	100%

Reading across the top line of the preceding table reveals the percentage of each group which agreed strongly with the above statement. This was 20% for Spanish speaking adults, 59% for Spanish speaking students, 39% for Anglo students, and 18% for Anglo adults. The first sub-total gives the total in each group who agreed to greater or lesser extent with the statement. Among Spanish adults (at the left) this figure was 83%, was 81% for Spanish students, 76% for Anglo students, and dropped to 58% for Anglo adults, representing a relatively slight majority in the latter case. Looking at the sub-totals for disagreement, the figures for the same four groups are 16%, 13%, 22%, and then 37%, respectively. "No answers" to the question are reported separately.

The next results to be presented deal with impression of fairness of our laws:

Table 53

OPINION: FAVORITISM BY LAW

"Our laws do not favor the interests of any special group of people."

	Spanish adults %	Spanish students %	Anglo students %	Anglo adults %
Agree very much	**9**	**34**	**31**	**10**
Fairly much	**41**	**15**	**16**	**12**
A little	**20**	**6**	**5**	**15**
Total agreement	**70**	**55**	**52**	**37**
Disagree a little	**11**	**11**	**16**	**18**
Fairly much	**12**	**10**	**16**	**28**
Very much	**5**	**19**	**13**	**11**
Total disagreement	**28**	**40**	**45**	**57**
No answer	**2**	**5**	**3**	**6**
Total	**100%**	**100%**	**100%**	**100%**

In this table we note again the tendency for the Spanish speaking population to agree, and for the Anglo population to disagree. The adults are those who differ the most.

Next we look at opinion regarding the use of power:

Table 54

OPINION: USE OF POWER

"Powerful and influential people seldom take advantage of the weak."

	Spanish adults %	Spanish students %	Anglo students %	Anglo adults %
Agree very much	10	18	9	14
Fairly much	23	12	7	8
A little	23	16	7	13
Total agreement	56	46	23	35
Disagree a little	16	10	12	28
Fairly much	20	17	21	18
Very much	7	24	42	16
Total disagreement	43	51	75	62
No answer	1	3	2	3
Total	100%	100%	100%	100%

It is ironic that the Anglo adult group, which has relatively more power and influence in the economic realm than the Spanish speaking adult group, should feel more in disagreement. Only 35% of the Anglo group agreed with the statement, whereas 56% of the Spanish adults did so, although not very decisively, judging from strength of agreement. The students differed sharply in opinion within themselves, and less than a quarter of Anglo students were in agreement (23%).

The implications of such figures as presented in the three preceding tables is that there is a basic trust present in the Spanish speaking population with regard to the present political system. It does not seem to constitute a dissatisfied, revolutionary group.[1]

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[1] For purposes of comparison it would be interesting to know the feeling of the Negro population along these same dimensions.

Some further evidence of this is provided in response to a statement about the concern of public officials:

Table 55

OPINION: PUBLIC OFFICIALS CARE

"Public officials really care what people like me think."

	Spanish adults %	Spanish students %	Anglo students -%	Anglo adults %
Agree very much	7	18	11	7
Fairly much	27	15	17	21
A little	25	24	23	21
Total agreement	59	57	51	49
Disagree a little	18	12	21	19
Fairly much	17	12	10	18
Very much	4	14	12	12
Total disagreement	39	38	43	49
No answer	2	5	6	2
Total	100%	100%	100%	100%

Fifty-nine per cent of the Spanish adults agreed at least mildly, as did 57% of the Spanish students. Very little of this was "very much" agreement. In this table response of the Anglo groups was not very dissimilar from that of the Spanish speaking. This particular distribution of figures suggests a middle of the road opinion, to the effect that public officials don't really care but at the same time cannot entirely overlook "what people like me think."

Lastly, we find a statement with which there was more agreement among adult groups than among students.

Table 56

OPINION: DEMOCRACY SLOW BUT EFFECTIVE

"The procedures of democratic government are slow but effective."

	Spanish adults %	Spanish students %	Anglo students %	Anglo adults %
Agree very much	19	24	18	28
Fairly much	43	21	24	24
A little	28	15	22	36
Total agreement	90	60	64	88
Disagree a little	5	10	10	0
Fairly much	3	8	10	2
Very much	0	12	7	6
Total disagreement	8	30	27	8
No answer	2	10	9	4
Total	100%	100%	100%	100%

There is no evidence on hand to account for the lesser degree of faith among students with regard to the effectiveness of democratic procedures. It seems unlikely that they disagree on the gounds that they are "fast" (rather than slow) and effective, though this remains a theoretical possibility. It appears that some factor in the educational process in which they are currently involved may be sensitizing some of the students to the need to keep in mind that no political system is perfect, and that some flexibility in approach is desirable. Possibly the civil rights problems have had an influence. At any rate, it is still the case that twice as many students agreed as disagreed with the statement.

Interest in Political Affairs

Two statements were made designed to tap basic interest in politics. The first one revealed less interest on the part of Spanish adults than among the other groups:

Table 57

INTEREST IN POLITICS

"What goes on in politics is of little interest to me."

	Spanish adults %	Spanish students %	Anglo students %	Anglo adults %
Agree very much	5	9	6	6
Fairly much	17	11	6	7
A little	32	14	14	12
Total agreement	54	34	26	25
Disagree a little	16	12	13	6
Fairly much	17	21	19	24
Very much	12	29	40	43
Total disagreement	45	62	72	73
No answer	1	4	2	2
Total	100%	100%	100%	100%

Among Anglo adults, a total of 25% agreed and 73% disagreed. Among the Spanish speaking adults, these figures were 54% and 45% respectively. Expressing sharp disagreement with this idea were 12% of the Spanish adults, 29% of the Spanish speaking students, 40% of the Anglo students, and 43% of the Anglo adults.

The next statement dealt with a feeling of responsibility for action in government.

Table 58

SENSE OF RESPONSIBILITY FOR GOVERNMENT ACTIONS

"What the government does is not my responsibility."

	Spanish adults %	Spanish students %	Anglo students %	Anglo adults %
Agree very much	11	8	5	9
Fairly much	24	4	2	3
A little	20	3	6	4
Total agreement	55	15	13	16
Disagree a little	9	5	10	9
Fairly much	22	17	15	27
Very much	14	60	60	46
Total disagreement	45	82	85	82
No answer	0	3	2	2
Total	100%	100%	100%	100%

Here the difference in viewpoint is noteworthy. Among Spanish adults, 55% agreed, whereas among the other three groups the percentages were only 15%, 13% and 16% respectively. It appears that present day Spanish students feel more responsibility for what government does than their parents' generation. In this respect they are about equal with Anglo students. Both of these groups included 60% who disagreed very strongly with the original statement.

Governmental Responsibility to People

Three statements were made which had to do with the role that the government or some other agency should play in care of the poor.

Table 59
THE GOVERNMENT AND HOUSING

"The government should see that everybody has a place to live."

	Spanish adults %	Spanish students %	Anglo students %	Anglo adults %
Agree very much	30	51	40	7
Fairly much	32	22	20	6
A little	20	10	18	9
Total agreement	82	83	78	22
Disagree a little	5	6	10	9
Fairly much	7	6	5	18
Very much	4	3	5	48
Total disagreement	16	15	20	75
No answer	2	2	2	3
Total	100%	100%	100%	100%

The Spanish speaking population, and the Anglo students, were approximately 80% in favor of the statement. Only the Anglo adults were in disagreement, with 75% of the latter group expressing that reaction.

The second statement dealt with the need for food.[1]

Table 60

THE GOVERNMENT AND FOOD

"The government should see that everybody has food to eat."

	Spanish adults %	Spanish students %	Anglo students %	Anglo adults %
Agree very much	30	53	40	13
Fairly much	35	26	22	5
A little	19	10	16	21
Total agreement	84	89	78	39
Disagree a little	5	3	10	11
Fairly much	4	2	6	16
Very much	5	3	4	31
Total disagreement	14	8	20	58
No answer	2	3	2	3
Total	100%	100%	100%	100%

Again, the Anglo adult group was the only one which tended to disagree. All three other groups were in solid agreement.

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[1] There is a basis for the sense of economic need on the part of Spanish speaking adults. Figures for 1959 show that 30% of Mexican-American heads of families worked sporadically or not at all. The number of family members was also greater, with 25% of the families containing 7 persons or more, by contrast with 3.7% of Anglo families. See Dale McLemore and H.L. Browning, A Statistical Profile of the Spanish Surname Population of Texas (Austin: University of Texas Press, 1964.)

Lastly, a statement was included having to do with the role of the church in taking care of the poor, by implication excluding the government.

Table 61

THE CHURCH AND CARE OF THE POOR

"It is mainly the church that should take care of the poor."

	Spanish adults %	Spanish students %	Anglo students %	Anglo adults %
Agree very much	9	6	4	7
Fairly much	23	2	3	6
A little	14	4	3	7
Total agreement	46	12	10	20
Disagree a little	18	14	14	18
Fairly much	16	27	25	30
Very much	18	46	48	30
Total disagreement	52	87	87	78
No answer	2	1	3	2
Total	100%	100%	100%	100%

A majority of all four groups was opposed to this idea, with the Spanish adults being least opposed. The figures for disagreement were 52%, 87%, 87% and 78% respectively, reading across the appropriate line, from the left.

The implication of the figures showing a somewhat greater dependence of Spanish adults upon help from outside agencies, whether governmental or church, is that this group is somewhat more willing to be accepting, and to turn to such sources of help as are convenient.[1]

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[1] It has been noted that "To a far greater extent than Anglos, Spanish-Americans are ready to assume a dependency relationship with a person in a superordinate position." Margaret Mead (Ed.), Cultural Patterns and Technical Change (N.Y.: Mentor Books, for Unesco, 1958). p. 162.

The above statement goes on to say that the response "Yes" does not mean "I understand and I agree" so much as "You are the boss, so I agree," when a person in a superordinate role is talking to a Spanish-American. The latter point should be kept in mind when looking at the highly positive agreement scores given by Spanish speaking adults with regard to the activities of the government. While there is every reason to believe these families do benefit, nevertheless there is still room for mild inflation of favorable response due to a desire to give the "right" answer. In most instances, no matter what the statement is, the Spanish adults were more likely to be in agreement with it than other groups. On the other hand, there were exceptions, as for example in regard to such statements as "anyone with ability who works hard can go as far as he wants". The point the reader of this report should keep in mind is that one element that probably entered into the answers of the Spanish adults was a desire to agree with the interviewer. As well as we can judge, this tendency was mildly inflationary rather than determinative. It has been kept in mind in making the research analysis.

Normlessness

Three statements designed to measure a feeling of normlessness were included. The first of these dealt directly with the existence of rules in life.

Table 62

NORMLESSNESS: RULES TO OBSERVE

"There are no definite rules to observe in life."

	Spanish adults %	Spanish students %	Anglo students %	Anglo adults %
Agree very much	8	9	5	5
Fairly much	19	6	4	3
A little	26	4	4	5
Total agreement	53	19	13	13
Disagree a little	19	9	4	4
Fairly much	14	21	15	27
Very much	12	42	64	52
Total disagreement	45	72	83	83
No answer	2	9	4	4
Total	100%	100%	100%	100%

A slight majority of the Spanish adults (53%) was in agreement with this statement, whereas less than one-fifth of the other three groups were.

Another statement was somewhat broader in scope:

Table 63

NORMLESSNESS: CERTAINTY TODAY

"The only thing one can be sure of these days is that one can be sure of nothing."

	Spanish adults %	Spanish students %	Anglo students %	Anglo adults %
Agree very much	19	34	21	15
Fairly much	35	13	14	14
A little	21	14	17	9
Total agreement	75	61	52	38
Disagree a little	12	9	8	9
Fairly much	7	7	16	25
Very much	4	14	14	19
Total disagreement	23	30	38	53
No answer	2	9	10	9
Total	100%	100%	100%	100%

Seventy-five per cent of the Spanish speaking adults were in general agreement with this statement, compared with 61% of the Spanish students, 52% of Anglo students, and 38% of Anglo adults.

It is understandable that the Spanish speaking adult generation might be more likely than any of the other three groups to sense the relativity of rules, given the cross pressures upon them to conform to the demands of two different cultures. Spanish speaking students theoretically should reflect some of the same cross pressures, and appear to do so. The Anglo students and adults should be least likely to question whether there are absolutes, since they are living in an environment quite similar to that in which they were raised. The adults have succeeded in mastering this environment, and in making their way. The Anglo students, undergoing adolescence and some conflict between dependence and making their own way in the world, caught in a cultural change within the Anglo environment in which many of the former "rules" have been challenged, are less likely to be sure of things than the older adult generation. It is not surprising that the preceding tables revealed the Anglo students hold a position between the Anglo adults and the Spanish speaking groups. The following table reveals the same phenomenon as measured by agreement with the statement.

Table 64

NORMLESSNESS: ENDS AND MEANS

"The end justifies the means."

	Spanish adults %	Spanish students %	Anglo students %	Anglo adults %
Agree very much	6	15	11	5
Fairly much	16	13	11	7
A little	20	15	9	13
Total agreement	42	43	31	25
Disagree a little	21	9	9	24
Fairly much	14	4	9	16
Very much	20	8	17	30
Total disagreement	55	21	35	70
No answer	3	36	34	5
Total	100%	100%	100%	100%

Approximately one-third of the two student groups did not answer this question, indicating that they did not quite understand its meaning. Nevertheless, the degree of agreement expressed by the four groups reveals that the Spanish adults (42%) and Spanish speaking students (43%) were most inclined to accept the statement, the Anglo students (31%) were not so inclined to, and among the Anglo adults just a quarter (25%) expressed agreement.

This kind of information may be of value to those given responsibility for planning educational television programming, for it reveals the Spanish speaking population is to a degree suspended between two worlds. Programming which might resolve or reconcile some of the conflicts in cultural standards which result in a feeling of normlessness or moral relativity might constitute a really beneficial service. The programming might take the form of a reaffirmation of the native heritage, as some suggest, or might be sufficiently analytical to inform the cross-pressured Spanish speaking adult (or student) of the ways in which cultures do conflict and of alternative manners in which such conflicts can be legitimately and creatively resolved.

Social Alienation

Another dimension investigated was that of feeling isolated from society, as measured by response to various statements. One of these had to do with whether a person feels that others care.

Table 65

WHETHER OTHERS CARE

"A lot of people care what happens to you."

	Spanish adults %	Spanish students %	Anglo students %	Anglo adults %
Agree very much	14	31	35	42
Fairly much	30	24	32	25
A little	27	9	18	16
Total agreement	71	64	85	83
Disagree a little	16	15	7	5
Fairly much	9	8	4	3
Very much	3	11	3	3
Total disagreement	28	34	14	11
No answer	1	2	1	6
Total	100%	100%	100%	100%

There is an interesting progression in the per cent who agree very much. Fourteen per cent of the Spanish adults responded in this fashion, 31% of the Spanish students, 35% of the Anglo students, and 42% of the Anglo adults. In terms of total agreement, however, Spanish students (64%) were somewhat fewer than Spanish adults (71%). The distribution of response in terms of strength of feeling for the Spanish adults and the relative size of the percentage for Spanish students suggest that the Spanish speaking groups are not as sure that many people care as the Anglo groups appeared to be.

Another statement dealt with the extent to which people should help each other, as contrasted with the previous statement as to whether people do care.

Table 66

FEELINGS ABOUT HELP FROM OTHERS

"Better that each person deals with his own problems, and leaves other people's problems alone."

	Spanish adults %	Spanish students %	Anglo students %	Anglo adults %
Agree very much	16	31	21	12
Fairly much	25	14	9	17
A little	26	9	14	21
Total agreement	67	54	44	50
Disagree a little	11	11	21	22
Fairly much	11	18	17	16
Very much	11	14	14	9
Total disagreement	33	43	52	47
No answer	0	3	4	3
Total	100%	100%	100%	100%

Among those who felt strongly about the statement were more Spanish students (31%) and Anglo students (21%) than Spanish adults (16%) or Anglo adults (12%). In terms of total agreement, Spanish adults led with 67%, Spanish students registered 54%, and Anglo adults and students followed next with 50% and 44% general agreement, respectively.

A third statement referred to the extent to which a person feels his beliefs are commonly held or not.

Table 67

EXTENT TO WHICH OWN PRINCIPLES GENERALLY HELD

"The principles I believe in are quite different from those believed in by most people."

	Spanish adults %	Spanish students %	Anglo students %	Anglo adults %
Agree very much	15	15	9	12
Fairly much	32	15	13	6
A little	20	26	18	19
Total agreement	67	56	40	37
Disagree a little	15	12	14	9
Fairly much	13	12	21	30
Very much	3	8	20	21
Total disagreement	31	32	55	60
No answer	2	12	5	3
Total	100%	100%	100%	100%

Two-thirds of the Spanish adults (67%) expressed general agreement as did a majority (56%) of the Spanish students. Among the Anglo students, the corresponding figure was 40% and among Anglo adults was 37%. It seems clear that Spanish adults were slightly more inclined to feel themselves different in terms of beliefs and principles, by contrast with "most people". This suggests a sense of some difference between their own values and those of the dominant culture.

The Activist Attitude

A series of four statements were included in the questionnaire in an attempt to measure different aspects of social and political activism. One of these dealt with the opportunity for the individual to take significant action, as perceived by respondents, with results presented in the following table.

Table 68

OPPORTUNITY OPEN TO THE INDIVIDUAL FOR ACTION

"There is little an individual can do to improve his community or his country."

	Spanish adults %	Spanish students %	Anglo students %	Anglo adults %
Agree very much	10	8	4	3
Fairly much	20	7	3	4
A little	26	10	6	3
Total agreement	56	25	13	10
Disagree a little	18	9	9	10
Fairly much	14	18	20	27
Very much	11	43	54	51
Total disagreement	43	70	83	88
No answer	1	5	4	2
Total	100%	100%	100%	100%

Spanish adults were divided in opinion (56% to 43%) with regard to this statement. By contrast only 25% of Spanish students agreed with it, as did 13% of Anglo students, and 10% of Anglo adults. Here, then, is a significant difference in outlook.

It is quite possible that a worthwhile new television series for Spanish adults could point specifically to case studies or to current opportunity illustrating the openings an individual may find in this society to bring about improvement. The feeling on the part of some Spanish adults that the individual can do relatively little is consistent with the view noted earlier that the government, or to some extent the church, should take care of the poor. Incidentally, it is precisely this relative lack of self-reliance and attitude of self-help which the Alliance for Progress program was designed in part to combat and change in Latin-America.

Another statement dealt with the meaning of compromise on the part of those active in the area of politics.

Table 69

COMPROMISE

"To compromise with political opposition is to be disloyal to one's own ideals."

	Spanish adults %	Spanish students %	Anglo students %	Anglo adults %
Agree very much	11	9	7	7
Fairly much	20	5	10	18
A little	19	11	9	9
Total agreement	50	25	26	34
Disagree a little	23	17	17	19
Fairly much	16	15	19	30
Very much	8	20	18	12
Total disagreement	47	52	54	61
No answer	3	23	20	5
Total	100%	100%	100%	100%

The Spanish adult group was divided almost equally between agreement (50%) and disagreement (47%). In the other three groups, the proportion was roughly 2 to 1 in disagreement with the statement, thereby evincing a more favorable attitude towards political compromise. Compromise was described by the Yale historian Gabriel as an essential ingredient for a democratic society to operate successfully.[1] The fact that the Spanish speaking adult population does not accept this notion as completely as the Anglo population suggests another rather crucial area where cultural standards of behavior are in conflict.

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[1] Ralph Henry Gabriel, The Course of American Democratic Thought (New York: The Ronald Press, 1940)

Still a third statement dealt with the need to use force to obtain social change.

Table 70

FORCE AND ADVANCEMENT OF AN IDEAL

"It is not necessary to resort to force to advance a noble ideal."

	Spanish adults %	Spanish students %	Anglo students %	Anglo adults %
Agree very much	20	16	29	33
Fairly much	31	17	24	24
A little	25	14	11	24
Total agreement	76	47	64	81
Disagree a little	12	11	10	3
Fairly much	7	8	6	6
Very much	2	6	8	4
Total disagreement	21	25	24	13
No answer	3	28	12	6
Total	100%	100%	100%	100%

On this item, 33% of the Anglo adults were in strong agreement and 81% in general agreement, with only 13% disagreeing. Among Spanish adults the corresponding figures were 20% in strong agreement, 76% in general agreement, and 21% in disagreement. Among the students, 28% of the Spanish students did not answer, nor did 12% of the Anglo students. These student groups were approximately 2 to 1 in agreement with the statement.

The pattern here was one of general agreement between the adult groups.

There was also general agreement with respect to a statement as to the meaningfulness of life when dedicated to a given cause.

Table 71

DEDICATION OF LIFE TO A CAUSE

"Life is meaningful only when it is dedicated to a cause."

	Spanish adults %	Spanish students %	Anglo students %	Anglo adults %
Agree very much	18	30	33	39
Fairly much	30	15	28	18
A little	22	11	10	21
Total agreement	70	56	71	78
Disagree a little	12	14	9	15
Fairly much	9	8	7	2
Very much	8	11	9	4
Total disagreement	29	33	25	21
No answer	1	11	4	1
Total	100%	100%	100%	100%

Responses to this question are remarkably similar in pattern for all four groups, although 11% of the Spanish speaking students could not answer. Where there is a difference it is in the *degree* of agreement. For example, 18% of Spanish adults agreed very much, by comparison with 39% of the Anglo adults. This question may be useful in suggesting the extent to which each group has within it a minority which is likely to be hard-driving, enthusiastic, and crusading for whatever cause its members champion. If there is any merit in this interpretation, the Spanish adults turn out to be once again the group which is slightly more dependent and less likely to crusade.

Perception of Possible Upward Mobility

One of the problems which less well-to-do sub-groups in the population face is that of being exposed to the mass media along with all other groups, and seeing extolled the advantages of ownership of the material goods of life such as automobiles, refrigerators, etc., but being unable to realize this particular aspect of the "American dream." Therefore, it is interesting in the present instance to see whether upward mobility is perceived as a real possibility by respondents.

Two statements dealing with this were presented for agreement or disagreement. The first referred to "our society":

Table 72

OPPORTUNITY SOCIETY PROVIDES FOR UPWARD MOBILITY

"Our society gives people much chance to better themselves."

	Spanish adults %	Spanish students %	Anglo students %	Anglo adults %
Agree very much	19	30	31	40
Fairly much	39	29	30	43
A little	28	17	15	12
Total agreement	86	76	76	95
Disagree a little	6	7	12	0
Fairly much	6	8	3	0
Very much	1	6	5	2
Total disagreement	13	21	20	2
No answer	1	3	4	3
Total	100%	100%	100%	100%

Among Anglo adults there was almost unanimous agreement (95%). At least three-quarters of the other groups also expressed a high degree of general agreement. When we look at the strength of agreement, however, we note that 19% of Spanish adults subscribed strongly to this statement, whereas 30% and 31% of the student groups did so, as did 40% of Anglo adults.

A somewhat similar pattern of response to the other statement is seen next.

Table 73

OPPORTUNITY FOR THE INDIVIDUAL

"Anyone with ability who works hard can go as far as he wants."

	Spanish adults %	Spanish students %	Anglo students %	Anglo adults %
Agree very much	20	71	52	48
Fairly much	37	13	25	27
A little	23	5	7	13
Total agreement	80	89	84	88
Disagree a little	11	2	7	6
Fairly much	6	4	4	0
Very much	2	3	3	4
Total disagreement	19	9	14	10
No answer	1	2	2	2
Total	100%	100%	100%	100%

The two student groups were relatively high in their strong affirmation of this theme, with 71% of the Spanish speaking students expressing strong agreement and 52% of Anglo students. By comparison, 20% of Spanish adults felt in strong agreement, and 48% of Anglo adults. It appears that the educational system in which the students are immersed is emphasizing the advantage to be gained by hard work and diligent application. Within the school environment, it is probably quite true that ability combined with work will take the student far. The Spanish speaking adult group was not nearly so convinced of this point, however.

Justice in the Economic System

A sense of economic justice was measured in terms of response to two statements. The first dealt with labor and its share of what is produced.

Table 74

LABOR'S SHARE IN THE ECONOMIC SYSTEM

"Labor in this country gets its fair share of what it produces."

	Spanish adults %	Spanish students %	Anglo students %	Anglo adults %
Agree very much	11	26	23	24
Fairly much	35	29	25	40
A little	20	13	19	12
Total agreement	66	68	67	76
Disagree a little	17	9	13	7
Fairly much	11	6	4	7
Very much	5	8	3	5
Total disagreement	33	23	20	19
No answer	1	9	13	5
Total	100%	100%	100%	100%

Eleven per cent of the Spanish speaking adults agreed very much, 66% agreed in general, and 33% generally disagreed. Among Anglo adults, the corresponding figures were 24% for full agreement, 76% for agreement in general, and 19% disagreement.

Although Anglo adults were most likely to affirm the statement, this distribution of figures does not reveal any deep sense of injustice on the part of the Spanish adults. Spanish speaking students were closer in opinion to the Anglo groups than to Spanish adults.

The second statement was more general, dealing with the economic system as a whole.

Table 75

APPROVAL OF OPERATION OF ECONOMIC SYSTEM

"On the whole, our economic system works very well."

	Spanish adults %	Spanish students %	Anglo students %	Anglo adults %
Agree very much	20	31	28	33
Fairly much	47	32	31	36
A little	22	15	19	21
Total agreement	89	78	78	90
Disagree a little	7	6	7	3
Fairly much	2	3	4	3
Very much	1	2	3	0
Total disagreement	10	11	14	6
No answer	1	11	8	4
Total	100%	100%	100%	100%

There was a remarkably favorable response on the part of all four groups, particularly among adults. The Spanish adults were 89% in agreement and the Anglo adults 90%. One-third of the Anglo adults (33%) felt strongly in agreement, compared with one-fifth (20%) of the Spanish adult group.

Total agreement among the student groups was 78%.

These figures suggest a predisposition exists on the part of the Spanish speaking groups to join with rather than fight against the economic system characteristic of our society. Although the Spanish speaking adults may not be completely at home in the modern industrial complex which characterizes the contemporary scene, they appear to be generally willing to vote in favor of the economic system as a whole. We should note, however, that although 89% agreed in general that our "economic system works very well", only 66% agreed that "labor...gets its fair share". The latter represents a realistic reservation.

Perception of Self as Upwardly Mobile

Adults in the sample were asked whether they are better off than their parents were at the same age, or about the same, or not as well off. Replies indicate that Spanish speaking adults and Anglo adults were almost equally likely to reply that they were better off than the previous generation:

Table 76

PERCEPTION OF ECONOMIC MOBILITY

	Spanish adults	Anglo adults
Report they are better off than their parents were at same age	79	85
About the same	17	14
Not as well off	4	1
No answer	-	-
	100%	100%
Bases:	(194)	(66)

Thus, 79% of the Spanish adults and 85% of the Anglo adults saw themselves as better off economically. The basis for comparison in each case was probably not the same, but relative to where they started, each group felt their lot in life had improved.

This has possible important implications. It may reflect a feeling on the part of the Spanish adults that they have a stake in the continuation of the present economic system and that they benefit from being a part of it. Relative to the Anglo adults, Spanish speaking adults are rather poor. But by comparison with the previous condition of these Spanish speaking persons, and possibly compared with the economic status of relatives and friends south of the border or in more rural surroundings, they are relatively advantaged.

Level of Aspiration with Regard to Income

A measure of relative aspiration in regard to income was obtained by asking the minimum amount of money a year the respondent would be willing to settle for as income for the rest of his life, this amount to be enough to make him comfortable.

Table 77

AMOUNTS VISUALIZED AS SATISFACTORY YEARLY INCOME

(per cent specifying amounts noted)

	Adults		Students	
	Spanish	Anglo	Spanish	Anglo
$1000. to $3499.	13	5	15	6
$3500. to $5499.	27	6	16	9
$5500. to $7499.	18	18	5	6
$7500. to $10,499.	24	24	16	22
$15,000. & over	9	24	22	33
No answer	9	23	26	24
	100%	100%	100%	100%
Bases:	(194)	(66)	(177)	(212)
Average figure based on those answering:	$7183.	$9676.	$9178.	$11,298.

Clearly, the Spanish groups have lower expectations or aspirations than do the Anglo groups. Among the Spanish speaking, it may not be surprising to find the student group ($9178.) setting a higher dollar figure than adults ($7183.) But among the Anglo groups, the same phenomenon occurs -- students ($11,298.) say they require more to live comfortably than their elders say is needed ($9676.)

Levels of Occupational Aspiration

All respondents were asked whether they would approve or disapprove of a list of occupations for a son or brother or for themselves (if male students). The preference for occupations among those listed provides an interesting insight into relative evaluation of different kinds of occupational roles available in our society.

Table 78

COMPARATIVE RANK ORDER OF CHOICE FOR DIFFERENT OCCUPATIONS

(per cent of each group approving occupation named)

Spanish adults	%	Spanish students	%	Anglo students	%	Anglo adults	%
Teacher	51	Teacher	46	Teacher	42	Lawyer	81
Newspaper reporter	51	Sell clothes in a clothing store	41	Lawyer	40	Teacher	76
Radio announcer*	51	Lawyer	31	Chemist	37	Chemist	74
Lawyer	49	Newspaper reporter	27	Sell clothes in a clothing store	33	Newspaper reporter	54
Sell clothes in a clothing store	47	Auto mechanic	26	Airplane pilot	32	A bank teller	53
Auto mechanic	42	A bank teller	25	An artist	30	An artist	50
A bank teller	42	An artist	24	A radio disc jockey	29	Sell insurance	48
Airplane pilot	38	A radio disc jockey	24	Newspaper reporter	19	Airplane pilot	48
Chemist	37	Airplane pilot	24	Sell insurance	17	Sell clothes in a clothing store	30
An artist	37	A waiter in a good restaurant	21	A bank teller	13	Auto mechanic	29
Sell used automobiles	36	Chemist	20	A waiter in a good restaurant	11	A radio disc jockey	18
Sell insurance	35	A professional boxer	14	Auto mechanic	10	A waiter in a good restaurant	17
In construction work, pouring cement	28	Work in a gasoline station	11	Work in a gasoline station	10	Sell used automobiles	15
Work in a gasoline station	27	Sell insurance	11	Sell used automobiles	9	In construction work, pouring cement	14
Janitorial maintenance	25	Truck driver	10	A professional boxer	5	Work in a gasoline station	12
Truck driver	23	Sell used automobiles	8	Truck driver	5	Truck driver	11
A waiter in a good restaurant	18	In construction work, pouring cement	3	In construction work, pouring cement	4	Janitorial maintenance	10
A professional boxer	14	Janitorial maintenance	3	Janitorial maintenance	2	A professional boxer	5
Bases:	(194)		(177)		(212)		(66)

*Spanish translation of "disc jockey" read "radio announcer" only.

Among all groups, the role of teacher was particularly esteemed. To be a mechanic was relatively well thought of among Spanish adults and students, whereas it was ranked lower by Anglo respondents. Being a chemist ranked in third place by Anglo adults and students, but ranked 9th and 11th among Spanish adults and students respectively. To be a boxer was ranked last by both groups of adults, but 7th from last and 4th from last by Spanish and Anglo students, respectively.

The relatively narrow spread in the percentage figures for Spanish adults (from 14% to 51%) suggests a more tolerant attitude towards a large proportion of the professions named. Anglo adults, by contrast, were characterized by a range of from 5% to 81%, representing more definite occupational preferences.

Attitude Towards Life

The stereotype of the Latin American sees him as living for the day and in happy-go-lucky fashion putting off things that trouble him until mañana.

In the light of this general impression, it is interesting to note that when asked about the future, Spanish adults were the most optimistic of the four groups.

Table 79

ATTITUDE TOWARDS THE FUTURE

"The future is very bright."

	Spanish adults %	Spanish students %	Anglo students %	Anglo adults %
Agree very much	23	27	36	15
Fairly much	36	18	22	34
A little	24	16	13	13
Total agreement	83	61	71	62
Disagree a little	7	14	12	13
Fairly much	8	9	6	15
Very much	1	9	5	5
Total disagreement	16	32	23	33
No answer	1	7	6	5
Total	100%	100%	100%	100%

Twenty-three per cent of Spanish adults were in full agreement with the statement, compared with 15% among Anglo adults. The figures for the Spanish and Anglo student groups were 27% and 36% respectively.

In terms of general agreement, the figure for Spanish adults was 83%, followed by 71% of Anglo students who agreed the future looks bright, and 61% and 62% respectively of Spanish students and Anglo adults.

In terms of disagreement, the Spanish students and Anglo adults were equally pessimistic, with about one-third of each group taking this position (32% and 33%). The Spanish adults were least pessimistic, with only 16% being in disagreement, of which only one per cent was in full disagreement.

Opinion of Human Nature

An age difference in appraisal of human nature is revealed in response to a statement dealing with the nature of man.

Table 80

APPRAISAL OF HUMAN NATURE

"Human nature being what it is, there will always be war and conflict."

	Spanish adults %	Spanish students %	Anglo students %	Anglo adults %
Agree very much	18	24	29	22
Fairly much	36	18	25	21
A little	26	11	14	33
Total agreement	80	53	68	76
Disagree a little	11	14	9	10
Fairly much	4	11	11	8
Very much	3	18	9	3
Total disagreement	18	43	29	21
No answer	2	4	3	3
Total	100%	100%	100%	100%

The two adult groups were what might be called either more realistic or more pessimistic in their appraisal of human nature, whereas the student groups, particularly the Spanish students, were not so inclined to see war and conflict as inevitable consequences of human nature.

Evaluation of Own Life Role

Respondents were asked to state the most important thing they do in life. Results for the various groups are given next.

Table 81

MOST IMPORTANT FUNCTION IN LIFE

	Spanish adults %	Spanish students %	Anglo students %	Anglo adults %
Raise children, be good parents	16	1	3	29
Provide for family, support family	25	2	2	21
Work, career	15	15	8	15
Keep house, make home pleasant	8	2	2	19
Be a good Christian, go to church	6	3	5	8
Help others	5	5	8	9
Get an education	5	39	42	1
Educate children	12	-	-	3

The figures represent information distilled from answers to an open-ended question. Such answers are coded prior to quantification. However, in looking at them they must be seen as indicating generally greater or lesser degrees of concern for various life roles and tasks, rather than being precise measures.

Among students, the response given most often dealt with getting an education (39% and 42%). This was their most important job. A number of Spanish speaking students mentioned working (15%), as did 8% of the Anglo students.

Adults saw raising a family as important, providing for their support, and (particularly among women) keeping house and creating a pleasant home.

Objects of Material Desire

Respondents were asked what they would buy if they suddenly obtained a large sum of money. Results are tabulated in the next table:

Table 82

TYPES OF OBJECTS WOULD BUY

	Spanish adults %	Spanish students %	Anglo students %	Anglo adults %
House, housing, would pay off indebtedness on house	70	59	28	30
Automobile	44	64	61	21
Clothes	11	25	28	0
Travel	4	1	3	24
Investments, savings	8	9	12	18

The items mentioned most often by Spanish adults were a house (70%), an automobile (44%), clothing (11%), and savings (8%), in that order. Anglo adults also mentioned a house or home (30%) more often than any other item. In second place, however, this group named travel (24%) and in third place an automobile (21%). Savings or investments were mentioned by 18%. None of this group specifically mentioned clothes.

The difference in lists appears to reflect the difference in current economic holdings which characterizes each adult group at this time.

Among students, the item mentioned most often was an automobile, with over 60% giving this response. Next most often named among Spanish speaking students was a house or home (59%). Among Anglo students the corresponding figure was 28%, as was their mention of clothes. The latter item was mentioned by 25% of Spanish speaking students.

Age of Maturity

One index of maturity is the age at which persons should marry. Inquiry was made as to the best age that a girl should marry, and that men should marry. Results obtained are stated below.

Table 83

AGE THAT IS BEST FOR MARRIAGE

	Spanish adults %	Spanish students %	Anglo students %	Anglo adults %
Age women should marry:				
Under 18	3	1	-	0
18	10	7	4	3
19	4	8	5	3
20	29	29	26	15
21	16	24	24	24
22	14	7	15	23
23	7	5	9	12
24	3	5	6	3
25	8	7	6	9
Over 25	4	1	2	0
No answer	2	6	3	8
Total	100%	100%	100%	100%
Arithmetic mean	21.09	20.94	21.41	21.68
Age men should marry:				
Under 18	1	2	-	0
18	2	1	-	0
19	1	2	2	0
20	9	10	7	1
21	14	20	15	8
22	12	10	13	8
23	9	13	14	14
24	9	6	11	23
25	25	19	19	24
26	2	6	7	6
27	2	3	4	0
28	3	1	1	4
29	2	-	1	3
30	6	2	1	0
Over 30	1	-	1	1
No answer	2	5	4	8
Total	100%	100%	100%	100%
Arithmetic mean	23.64	23.00	23.40	24.16

The Spanish speaking respondents were consistently more likely to state a lower age for women to marry than were the Anglo groups. Among adults and students who speak Spanish the largest single category was 20 years (29% in each case). Anglo students gave age 20 most mentions (26%) but gave almost as many to age 21 (24%). Anglo adults gave most mention to age 21 (24%) and 22 (23%).

For men, the two student groups set a generally lower age than did adults. Twenty-five per cent of Spanish adults gave age 25 as the best time for marriage, as did 24% of the Anglo adults. The latter also favored age 24 (23%). The students appeared to be more indecisive, with no marked central tendency or consensus. There was a slight bi-modal effect in the distribution, with peak frequencies at 21 years of age and again at 25.

These figures illustrate a mild difference between the two cultures which can perhaps be expected when the age at which education is terminated is customarily set at an earlier year by one group than by the other.

Use of Leisure Time

A general indication of major areas of leisure time activity was provided by a question about use of free time. Results reveal several important differences between the groups.

Table 84

MAJOR USES OF FREE TIME

	Spanish adults %	Spanish students %	Anglo students %	Anglo adults %
Read	19	10	21	31
Watch TV	25	5	10	4
Sew	8	1	4	6
Cook	6	1	2	1
Sports -- including bowling, hunting, fishing, golf, etc.	3	18	48	37
Going out -- dancing	1	9	9	4

One striking aspect of the above table is the frequency with which Spanish adults mentioned watching television as their activity in free time. Twenty-five per cent of this group named television, by comparison with much smaller proportions of the other three groups.

Another unusual finding is the stress put by Anglo students and adults upon sports, including bowling, hunting, fishing, swimming, etc. Mention of this type of activity was roughly ten times as great among English adults as among Spanish adults (37% and 3% respectively.) Among students, 18% of Spanish students named sports of one type or another, compared with 48% of Anglo students who did so.

Possibly because of their educational background, the Anglo adults (31%) and students (21%) were more likely to report leisure time reading than Spanish adults (19%) and students (10%).

Admired National and World Personalities

An interesting contrast may be noted in the personalities admired most on the national or international scale by the various groups, particularly between the Spanish adults and the English adults.

Table 85

PERSONALITIES ADMIRED MOST

	Spanish adults %	Spanish students %	Anglo students %	Anglo adults %
Lyndon B. Johnson	75	38	45	44
John F. Kennedy	22	34	11	8
Winston Churchill	4	1	9	35
Mrs. Jacqueline Kennedy	1	3	6	-
Robert Kennedy	5	2	2	-
Gen. Dwight Eisenhower	1	-	4	17
Senator Everett Dirksen	1	1	1	5
Henry A. Gonzalez	13	-	-	-
Barry Goldwater	1	-	2	-
Gov. John Connally	1	1	1	2

Spanish speaking adults named Lyndon B. Johnson most often (75%). John F. Kennedy next most frequently (22%), and Henry A. Gonzalez, Representative from San Antonio, third (13%). Robert Kennedy was also mentioned by 5% of this group.

Anglo adults also named Lyndon B. Johnson most often (44%), followed by Winston Churchill (31%) and Dwight D. Eisenhower (17%). John F. Kennedy was named by 8%, and Senator Dirksen by 5%.

Spanish speaking students named Lyndon B. Johnson and John F. Kennedy far more than any other national or world personality, the figures being 38% and 34% respectively. Anglo students named President Johnson most often (45%), John F. Kennedy next (11%), Winston Churchill (9%), and Mrs. Jacqueline Kennedy (6%).

This consludes the section dealing with opinions of respondents in regard to various aspects of our society and its institutions. We have noted the degree of agreement or disagreement among the four groups. We conclude that there is a great deal of common agreement on basic issues, of common belief with regard to the present day American system. At the same time, we have noted some areas in which cultural differences clearly exist.

VI.

CHARACTERISTICS OF TV VIEWERS IN SPANISH-SPEAKING FAMILIES

Regression analysis was used to determine the effect of various social and personal conditions on the tendency toward television viewing by Spanish-speaking families. A profile of these viewers is achieved here by noting the effect of many of the variables examined singly in the preceding pages.

The amount of time viewers watched television in the preceding 24 hours was used as an index of exposure to the medium. The 20 variables which best predicted this from among a selected group of 66 variables are given in the following table for Spanish adults. The cumulative R Sq figure represents the per cent of TV exposure accounted for by the variables listed, with each added variable increasing the total accounted for. Thus, the following are important correlates of a tendency towards greater viewing within this particular group.

Table 86

CHARACTERISTICS OF TV VIEWERS - SPANISH ADULTS

	Variable	R Sq. (Cumulative)
1	Approve of occupation of mechanic	.0652
2	Disagree that own ideas are different	.1026
3	Female gender	.1356
4	Disagree that students have to cheat	.1670
5	Agree church should take care of poor	.2012
6	Prefer English language radio programs	.2247
7	Agree coaches do more for school than teachers	.2440
8	Avoid radio stations listened to most by Anglo adult group (KTBC, WOAI)	.2589
9	Disagree that many things learned in school are never of use	.2712
10	Disagree that teachers explain clearly	.2869
11	Watch TV at home	.2989
12	Disapprove of being a lawyer	.3126
13	Have seen Channel 9	.3244
14	Go less often to movies	.3296
15	Read newspapers	.3338
16	Disapprove of being an artist	.3380
17	Younger	.3413
18	Approve of being a radio announcer	.3450
	Variable 1 (reiterated)	.3504
19	Agree everyone should finish high school	.3529
20	Agree principal reason for going to school is to earn a living	.3568

Base: 174

The level of occupational aspiration appears low for heavier viewers in this group since they approve of being a mechanic but not of being a lawyer or artist. They apparently have a sufficiently good knowledge of English to understand television programming, as indicated by a slight preference for English radio programs. They agree that coaches do more for school than teachers, and they avoid radio stations preferred by Anglo adults. While they feel that most of what is learned in school is of use, they disagree that teachers explain things clearly. They go less often to movies, and read newspapers less. They are younger. They approve of being a radio announcer. With regard to finishing high school, they approve, although they agree that the principal reason for going to school is to earn a living.

We turn next to the corresponding figures for students from Spanish speaking families. Again, the index of television viewing was the amount of time watched during the preceding 24 hours.

Table 87

CHARACTERISTICS OF TV VIEWERS - SPANISH STUDENTS

	Variable	R Sq. (Cumulative)
1	Go less often to movies	.0477
2	Approve of being an artist	.0875
3	Read magazines	.1154
4	Are older students	.1363
5	Agree coaches do more for school than teachers	.1557
6	Agree that future looks promising	.1741
7	Disagree that students like their teachers	.1964
8	Agree the individual can do little to improve his neighborhood or country	.2105
9	Disagree that compromise is undesirable	.2239
10	Agree that no force is needed to advance a noble ideal	.2411
11	Disagree that public officials care what they think	.2525
12	Agree that with ability and hard work one can go far	.2618
13	Listen less to radio	.2708
14	Prefer English language radio programs	.2789
15	Listen more to KCOR/KUKA/KVET	.2859
16	Approve of being a chemist	.2937
17	Disagree that everyone should finish high school	.2997
18	Are home Sunday afternoons	.3065
19	Disagree that their ideas are different	.3119
20	Agree the church should take care of the poor	.3173

Base: 135

In the above picture of student TV viewers from Spanish speaking homes, a more negative attitude towards schooling appears than was noted earlier for the Spanish student group as a whole.

Here the heavier viewers appeared to feel that coaches do more for the school than teachers, that public officials do not care what they think, that students do not like their teachers, and disagreed that everyone should finish high school. They appear to go less often to movies, to approve of being an artist or a chemist, are older students, read magazines, and agree the future looks promising. At the same time, they feel that an individual is limited in what he can do to improve his neighborhood, although with work and ability he can go far. Such inconsistencies in view suggest a basically segmented belief structure, not unusual among the young.

For purposes of comparison, the same statistical technique was applied to the data for Anglo students.[1]

Table 88

CHARACTERISTICS OF TV VIEWERS - ANGLO STUDENTS

	Variable	R Sq. (Cumulative)
1	Watch TV at home	.0300
2	Agree one should deal with own problems leave others' alone	.0619
3	Home Saturday afternoon	.0916
4	Read fewer magazines than other Anglo students	.1096
5	Agree with ability and hard work one can go far	.1246
6	Disagree that force never needed to advance a noble ideal	.1428
7	Home Sunday morning	.1565
8	Agree there will always be war and conflict	.1738
9	Agree our laws are just and fair	.1853
10	Disagree that students like their teachers	.1960
11	Approve of being a lawyer	.2051
12	Avoid KCOR/KUKA/KVET	.2142
13	Disagree that many people care what happens to you	.2224
14	Prefer English language radio programming	.2317
15	Approve of being a disc jockey	.2409
16	Avoid KTBC/WOAI, stations preferred by Anglo adults	.2486
17	Agree our society gives much opportunity	.2550
18	Disagree that our schools are good enough	.2603
19	Agree the government should provide housing	.2674
20	Go more often to movies	.2733

Base: 187

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[1] The number of Anglo adults, relative to the number of variables used in the regression formula, was not sufficient to permit comparable treatment for this group.

This group is not characterized by the more negative view of the value of schooling noted in the Spanish student group. However, they did disagree that students like their teachers, and that our schools are good enough. They also differ in media behavior, going to movies more often.

There is a suggestion of social isolation in this table in the form of the opinion that people should take care of their own problems and not be concerned with the problems of others, and also that not many people care what happens to you.

There is also an optimistic feeling about the future, judging from agreement that with ability and hard work one can go far, and that our society provides much opportunity for advancement.

SUMMARY

Television as an Instrument for the Continuing Education of Spanish-Speaking Families

The University of Texas
Radio/TV/Film

1965

Summary

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SUMMARY

Purposes and Procedures

Research Objectives

The major purpose of the research was to investigate media behavior of a sample of the Spanish-speaking population, with particular reference to television and radio, and in this connection to study the characteristics of the Spanish-speaking audiences at lower economic levels. This was done to appraise the possible use of radio and television for reaching such families with programming designed to satisfy their needs, with particular though not exclusive interest in the potential of KLRN-TV, Channel 9, the educational television station in the San Antonio-Austin area.

The information obtained in the present study provides some indication as to whether television and/or radio media may be used with any hope of success in reaching Spanish-speaking families.

Procedures

Personal interviews were carried out in a randomly selected sample of Spanish-speaking homes, and for comparative purposes in neighborhoods where English is the native tongue and where socio-economic status is notably higher, in two Texas cities (Austin and San Antonio). Likewise, with the cooperation of the School Superintendents in Austin and San Antonio, questionnaires were filled out by a sample of Spanish-speaking 9th grade students (including a small group of 10th graders), and for purposes of comparison by students in the same grades at schools representing Anglo middle class or upper middle class neighborhoods.

In addition to investigating the amount and type of exposure which characterize use of broadcase media by Spanish speaking families, information was collected on each of the following variables:

(a) exposure to other media
(b) radio and television set ownership
(c) time available on Saturdays and Sundays for radio-TV exposure
(d) language use patterns within the home

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(e) oral-aural English fluency and comprehension
(f) educational levels attained and aspired to
(g) attitudes towards schooling and teachers
(h) chronological age of respondents
(i) personal role expectations and perceptions
(j) size and age distribution of family
(k) socio-economic status
(l) upward or downward economic mobility

At first, the completion rate was discouragingly low. It became necessary to pay Spanish-speaking respondents $1.00 apiece to obtain the interviews, and once this procedure was established the refusal rate dropped to a low level. However, until some such monetary incentive was provided, the suspicion of the respondent towards the interview, his relative unfamiliarity with survey research, together with the appearance of a lengthy questionnaire, all combined to produce considerable reluctance to cooperate. The questionnaire was reprinted in small booklet size, and this increased willingness to cooperate.

Because of the high refusal rate in the early stages of the study, and because of the substitutions allowed in Anglo home selection instead of insisting upon multiple call-backs, the sample cannot be viewed as perfectly representative. On the other hand, the care taken in selecting the areas in which interviewing was done, the wide representation in terms of age which characterized the Spanish-speaking population, and such validation as provided by income level information from the Spanish-speaking and Anglo areas, all suggest that the major findings of this exploratory study may be taken seriously.

Description of Sample

A total of 653 respondents were included, of whom 374 were of Spanish background and 279 from non-Spanish families. The latter are denominated the "Anglo samples" in this report.

The proportion of male to female respondents in each group was approximately equal. The Spanish adult group tended to be a little younger than the Anglo adults, was definitely less well educated, and represented a lower income grouping. The Spanish-speaking families were larger in size. Spanish-speaking adults included approximately half who made a correct score of 50% or more on translation, indicating some bi-lingual ability. Students from Spanish-speaking homes were less fluent in their parents' native tongue, although all spoke English, having reached at least the 9th grade level.

Major Findings

Television

1. Television reaches most members of the sample with fairly high frequency. The least exposed group as a whole consisted of Spanish-speaking adults, but this is apparently a consequence of slightly lower TV set penetration (86%), by contrast with higher levels reported by Spanish-speaking students, and by Anglo adults and students.

2. A sub-group was found within the Spanish-speaking population which was extremely fond of television. Larger proportions of Spanish-speaking adults and students reported having watched television for five hours or more the preceding day than was true among Anglo respondents, whether adults or students.

3. On the whole, students were more likely to report heavy viewing of television than adults within the Spanish-speaking groups and within the Anglo sub-culture.

4. With respect to types of programming, westerns appeared to be a type of program uniformly listed as a favorite. Spanish language programs constituted one-fifth of the favorites of Spanish adults. Spanish students differed from others in their stress on musicals, such as Shindig and Hullabaloo. Students were more likely than adults to mention a detective or mystery program such as The Fugitive.

5. With respect to news as a program type, over one-fifth of Anglo adults named a news or current affairs program as one of their favorites, and over a third claimed to have watched the news sometime in the preceding 24 hours. None of the other groups approached this degree of interest in news.

6. The Dick van Dyke Show represents a type of family situation comedy which was liked by Anglo viewers, including adults and students, whereas it was not as well received by viewers from Spanish-speaking families.

7. Most adults indicated they would not watch different programming if they had a television set for their own use alone. However, most students indicated that they would choose other programs to watch if they had their own set. This probably reflects control of the set as experienced in the family situation.

8. Among Spanish-speaking adults, Channel 9 (KLRN-TV) was perceived primarily as a source of entertainment programming in Spanish. Among Spanish students, who had opportunity to see KLRN-TV classroom programs, an additional dimension was added, and it was described not only as providing Spanish language programming but educational programs as well. Among Anglo students and adults, perception of the station was primarily as an educational programming source.

9. Six out of ten Spanish-speaking adults and 5 out of 10 Anglo adults reported they had never watched KLRN-TV, Channel 9. Among students from Spanish-speaking homes, only 2 in 10 reported not having watched it. Among Anglo students, one-third said they had not seen Channel 9.

10. The major reason suggested by Spanish speaking adults for watching Channel 9 was that some of its programs are in Spanish, and specifically, that it presents La Hora Mexicana (variety). Among Anglos, the major reason was that its programming is educational. Spanish students made the same point.

11. The group which knew the most about Channel 9 consisted of the Anglo adults, with approximately 1 person in 4 able to identify Channel 9 or mention its connection with the University of Texas.

12. Respondents were asked what hours they were home the preceding Saturday and Sunday when they might watch television. Spanish adults reported being at home far more hours, on the average, than any of the other groups. Anglo adults were home next most often. Among students, neither Saturday nor Sunday mornings found as many persons at home as were there during afternoons or evenings. Anglo and Spanish students alike were more likely to be home Saturday afternoon than evening, however. On Sunday the hours Spanish students were home in afternoon and evening were approximately equal.

13. In the effort to determine whether late-night or early morning viewing had potential, a question was included regarding bedtime the previous evening and hour respondents arose the morning of the interview. Bedtimes among Spanish adults were more widely distributed with more going to bed earlier and more staying up later than Anglo adults. About half of the latter group reported bedtime between 10:30 and 11:30 p.m. Among students, those from Spanish speaking families reported going to bed earlier than Anglo students. Of particular interest to the educational broadcaster considering the potential late night audience are the figures indicating that half of the Spanish speaking adults and 4 in 10 of the Spanish students reported being up as of 10:30 p.m. (It is at this hour--sometimes at 11--that Channel 9 completes its broadcast day.)

14. Spanish adults rise earlier than Anglo adults with approximately half up by 6 a.m. Students arise at a later time than adults. The figures suggest it would be worthwhile to experiment with early morning Spanish language programming. However, it is difficult to know whether television or radio (or both) would be more appropriate for the early morning hours.

Radio Listening

15. The two student groups were the heaviest users of radio, and in particular the students from Spanish speaking homes. Spanish-speaking adults were more reliant upon radio than Anglo adults, with over one-fifth of the former listening for 5 hours or more in the preceding 24 hours, whereas the corresponding figure for Anglo adults was 1 in 10.

16. Favorite radio stations ("ones listened to most") for Spanish speaking adults were KVET and KNOW in Austin, and KCOR in San Antonio, followed by KUKA, KTSA and KONO in the latter city. Among Spanish students, favorite stations were KNOW in Austin, and KONO and KTSA in San Antonio, followed by KUKA. Anglo students shared the tastes in radio of the Spanish students, except for KUKA. Among Anglo adults favorite stations were KTBC in Austin, and WOAI and KITE in San Antonio. The radio stations named as ones heard yesterday were generally the ones mentioned as "listened to most."

17. Some 70% of Spanish speaking adults expressed a preference for radio programming in the Spanish language, whereas approximately 20% did so among Spanish students. This clearly reveals there are various sub-audiences within the broad Spanish-speaking group. The adults can probably best be reached in the Spanish language. A majority of the younger generation prefer English. However, within the younger (student) group just over one-fifth said they preferred Spanish language radio.

18. The three radio personalities mentioned by Spanish adults most often as favorite performers were Lalo Campos, Cesar Camacho and Juan Gatas. All of these are Spanish speaking. Among Spanish students the three top radio personalities were Dick Laine, Don Couser and Ricky Ware. Anglo students named Chuck Boyle, Ricky Ware and Bob Sinclair, followed by Dick Laine and Don Couser. The list of well-liked broadcast personalities may be drawn upon as a potential store of talent should Spanish educational programming need them.

Newspaper Readership

19. Over a quarter of Spanish-speaking adults reported they do not read a newspaper. The group which reads newspaper most was the Anglo adult portion of the sample, with over 8 in 10 reporting daily readership. Approximately 3 in 10 Spanish students and 5 in 10 Anglo students reported reading a newspaper daily.

20. In Austin, Spanish speaking respondents from Spanish speaking families appeared more likely to read the afternoon paper than the morning paper, and this seemed particularly true among students. Among the Anglo groups, both papers were read, with the morning paper definitely read more often by Anglo adults.

In San Antonio, Spanish speaking adults were far more likely to report reading the Light than the Express or News. Among Spanish students the Light was also preferred, but the News was now a strong second choice. Anglo students rated all three newspapers more nearly equally in terms of readership. Among Anglo adults in this sample the Express and Light were preferred to the News. The News was more popular among students than it was among adults.

Magazine Readership

21. Roughly two-thirds of Spanish speaking adults and half of Spanish students reported not reading a magazine regularly. One-third of Anglo adults did not report reading any magazine regularly. Anglo students claimed highest readership, with approximately one-fifth not reading at least one regularly.

22. Anglo respondents who do read were likely to name more magazines per person than the Spanish respondents. The magazines mentioned regularly read most often were Life, Look, Reader's Digest, Saturday Evening Post, McCall's, Ladies' Home Journal and among the girls who are students, Seventeen. Time was mentioned by the Anglo group. Students were more likely to name a sports magazine than adults. True Confessions was mentioned various times by Spanish respondents, rarely by Anglos in the sample. Look was proportionately more often named by Spanish speaking than by Anglo respondents.

23. Eight per cent of Spanish adults named Spanish language magazines, including Life en Espanol, Selecciones (Reader's Digest) Confidencias, Detective, Hoy and Cinema.

Moviegoing

24. Students were definitely more likely to be moviegoers than adults, with 4 out of 10 in both adult groups reporting they did not customarily attend.

25. Approximately half of the Spanish-speaking adults would prefer motion pictures in their native language. Among Spanish students, this preference for Spanish dropped to less than 10 per cent.

Spanish Language Usage in Latin American Homes

26. The language used most often between husband and wife in Mexican-American homes was Spanish, with 3 in 10 families reporting a mixed language used, and practically none reporting that English alone was spoken. The mother is more likely than the father to use Spanish in speaking to the children, with a mixed tongue (English and Spanish) being used about half the time, and English in only 1 or 2 cases out of every 10. Among themselves, from one-quarter to one-third of the children speak English to each other in the Mexican-American families represented in the sample. Otherwise, they reported using a mixture of English and Spanish rather than pure English or pure Spanish. The greatest incidence of use of Spanish involves grandparents, as might be expected, with 8 or 9 families in every 10 reporting use of Spanish exclusively in such a case.

Comparative Analysis of Attitudes Towards Schooling and Opinions of Teachers

27. All four groups in the sample were in general agreement as to the desirability of completing a high school education. Roughly 9 in 10 respondents took this position in every group.

28. There was a high degree of recognition by Spanish students that education represents a desirable channel of preparation for entering the work force. This was perceived as the main reason for going to school by over 8 in 10 Spanish adults and students. The Anglo student and adult groups also tended to agree generally, but not as strongly.

29. Spanish students were more likely to deny that "a lot of things you are supposed to learn in school will never do any good," thus reflecting great faith in the value of an education, a faith which may later not be completely justified in view of their general anticipation of settling for a high school diploma.

30. A good majority of all four groups were in disagreement with a statement about the necessity of cheating in school these days. The group least likely to disagree were the Spanish adults.

31. Spanish adults were most likely to express agreement with the statement that the "schools in our city are good enough," with 9 out of 10 taking this position. Among student groups 7 in 10 agreed. Among Anglo adults, just 5 out of every 10 respondents agreed our schools are good enough. Thus, a definitely stronger vote of confidence was expressed in the schools by the Spanish adults than by the Anglo adults. The implication of this difference is that the two adult groups apply different criteria of evaluation, or have different school systems in mind with which they compare the local schools.

32. The two adult groups were more likely than students to agree that "most teachers are fair and do not have any special favorite student." The students were about evenly divided.

33. Among students 7 in 10 agreed students usually like their teachers, and 3 in every 10 disagreed. Adults were in high agreement.

34. Students from Spanish speaking families were definitely more likely than Anglo students to say that most teachers make things very easy to understand. One possible implication of this statement is that in fact they do, and another is that these students are often given easier work.

35. Spanish students and Spanish adults were slightly more likely than the Anglo groups to agree that most students can finish all the homework teachers give.

36. Judging from student response, teachers of Spanish students appear to have established very good rapport with them. Eighty-two per cent of the Spanish students agreed that most teachers understand the needs and interests of students, and of this group 36% agreed very much (on a six point scale). Among Anglo students, the corresponding figures were 69% and 19%.

37. However, when confronted with the statement that "football coaches do more for a school than teachers," approximately one-third of the Spanish students and one-sixth of the Anglo students agreed. Most students did not agree. The implication of the figures is that within the student population there are various sub-cultures, one oriented towards athletics and sports performance, and another more "teacher-oriented."

38. One-quarter of the Spanish students hoped to attend and finish college, compared with over three-quarters of the Anglo students in this sample. Furthermore, three-quarters of the Spanish students said they expected to go as far in school as they hoped to, compared with 85% of Anglo students. The Anglo student group serves as a yardstick of comparison for the educational aspirations and expectations of the Spanish students. (The Anglo group, as noted in detail in the report, is largely from schools that have a middle or upper middle class representation.)

39. Adult aspirations for education of their children, (by non-parents) for education of children, were higher than those of the students themselves, notably among Spanish-speaking adults. In the latter group there was a slightly wider spread between aspirations for boys and girls than among Anglo adults. In both instances, less education was hoped for in the case of girls. Roughly 7 out of every 10 parents expected their educational hopes for their children to be realized.

40. Reasons given for possibly not completing school were in great measure related to economic need, the need to support the family.

41. Approximately one-third of Spanish speaking parents and three-fifths of Anglo parents reported having attended at least one P-TA meeting in the preceding school year. There appears, therefore, to be a sub-group of Spanish-speaking parents who are taking a definite and active interest in their children's schooling.

42. Teachers in general were rated by all respondents along some ten dimensions, such as being friendly or unfriendly, selfish or unselfish, etc. "Most teachers" were seen primarily as honest, trustworthy, helpful, and intelligent. They were least likely to be described as "romantic." The "best teacher" the student ever had was described in much the same terms except that being friendly moved to the top of the rank order. The changed rank position of friendliness suggests that a major factor affecting perception of a teacher as one of the best is the extent to which the teacher is able to give students the impression of being "friendly."

43. A self-image was obtained from respondents along the same set of descriptive concepts. The major difference between the student groups was in the rank position of friendliness. Spanish students saw themselves as friendly to a greater degree than Anglo students did. The latter perceived themselves as romantic to a greater degree than the Spanish students. Both groups gave a relatively low rank to intelligence--this was not a strong element in their self-image, although Anglos were not as low in self-regard as Spanish students, among whom this quality ranked last.

44. Educational achievement in terms of success in school had been higher for the Anglo group, judging from their self-report on grade averages. Approximately a quarter of the Anglo students reported having an A or A- average, compared with less than ten per cent of the Spanish student group.

Comparative Analysis of Opinions Reflecting General World Outlook

45. In answering questions regarding our present political system, Spanish adults were generally either as favorable or somewhat more favorable in their expressed views than Anglo adults. Over 80% agreed that the way people vote is the main thing that decides how things are run in this country, contrasted with a figure of approximately 60% agreement by Anglo adults. That our laws do not favor the interests of any special group of people was a statement subscribed to by twice as many Spanish adults as Anglo adults. (The latter group included a good proportion of upper middle class persons, who might have been taking issue with the "welfare state.") That powerful and influential people seldom take advantage of the weak is a view that the disadvantaged in a society should be more inclined to support, but in this case also the Spanish adults were more likely to agree with it than were the Anglo adults. That public officials really care what people like the respondent think was a statement that divided opinion relatively evenly in all groups. Lastly in this group of statements, the view that "the procedures of democratic grovernment are slow but effective" aroused extremely high agreement among the adults, with 9 out of 10 respondents expressing agreement. Surprisingly, only 6 in every 10 students, whether Spanish or Anglo, agreed with the statement.

46. Roughly one-half of Spanish adults admitted that what goes on in politics is of little interest to them, which was twice as large a proportion as found among the Anglo adults.

47. Over half of the Spanish adults agreed that "what the government does is not my responsibility," whereas among Anglo adults, as well as the two student groups, only some 15% did so.

48. Spanish adults tended to reveal more of a sense of dependency than did Anglo adults. For example, over 80% agreed that the government "should see that everybody has a place to live," whereas only about 20% of Anglo adults agreed. Both groups of students incidentally, were as favorably inclined towards this proposition as were the Spanish adults. A statement that the government should see everyone has food to eat also won agreement from over 80% of the Spanish adults, and from both student groups. Only two-fifths of Anglo adults agreed. Even when another institution was suggested as one that might help the poor, namely, that "it is mainly the church that should take care of the poor," almost half the Spanish adults agreed. Only about ten per cent of students felt this way, and only one-fifth of Anglo adults.

49. Given the cross-pressures of two cultures upon the Spanish speaking family, it is to be expected that a certain degree of confusion as to norms of behavior might come to exist. That this in fact appears to be the case is suggested by results indicating that half of the Spanish speaking adults agreed "there are no definite rules to observe in life," whereas less than 20% of Spanish students did so, and less than 15% of Anglo students or adults. "The only thing one can be sure of today is that one can be sure of nothing" was a statement meeting with agreement from three-fourths of the Spanish adults but only from 38% of Anglo adults.

50. There appeared to be a greater sense of social isolation among Spanish families, judging from distribution of figures in response to the statement that "a lot of people care what happens to you." Over forty per cent of Anglo adults agreed very strongly with the statement, and only about 15% of Spanish adults did so.

51. A sense of being different from the surrounding cultural milieu was reflected in figures for agreement with a statement that "the principles I believe in are quite different from those believed in by most people." Two-thirds of the Spanish adults agreed, by contrast with approximately one-third of Anglo adults. The Spanish students were more likely to agree, though not as much as Spanish adults. Anglo students were closer to Anglo adults than to Spanish students, and tended to disagree.

52. Spanish adults were about evenly divided with respect to the idea that "there is little an individual can do to improve his community or his country." By contrast, only a quarter of Spanish students agreed with the statement, and roughly ten per cent of the Anglo groups. This tendency of the Spanish adults to feel individual action is difficult is consistent with their approval of governmental responsibility for food and shelter.

53. With regard to use of force to achieve social change, the Spanish and Anglo adults alike felt it is not necessary, three-quarters or more of each group taking this position. The implication of this is that the Spanish adults are not inclined towards use of armed force or revolution to improve their lot.

54. The Spanish adults again appeared to be a group that is slightly more dependent and less likely to crusade, judging from agreement with the statement that "life is meaningful only when it is dedicated to a cause." Slightly under one-fifth agreed very strongly, by contrast with from one-third to two-fifths of the other groups.

55. Spanish adults agreed in general (86%) that "our society gives people much chance to better themselves," with 19% agreeing very strongly. Anglo adults were almost unanimous in agreement (95%), with 40% in strong agreement. Three-quarters of both student groups subscribed to the statement.

56. Spanish adults agreed in general also (80%) to the statement that "anyone with ability who works hard can go as far as he wants." The group which agreed most with this statement was the Spanish student group, with almost 90% taking this position, of whom approximately 70% agreed very strongly. Among Spanish adults, only 20% agreed very strongly. This has two implications. One is that the Spanish adults are convinced but still not very strongly that such a statement is true. The other is that the Spanish students have a level of expectation which is extremely high, and which may result in their expecting too much of the world when they leave high school, with resulting disillusionment.

57. Two thirds of the Spanish adults agreed that labor in this country gets a fair share of its production. Although Anglo adults were more likely to affirm the statement (three-quarters did), the figures do not reveal any deep sense of economic injustice on the part of Spanish speaking adults. Spanish students were closer in opinion to the Anglo groups than to Spanish adults.

58. Roughly 9 out of 10 Spanish and Anglo adults agreed that on the whole our economic system works very well. Over three-quarters of both student groups did so also. These figures suggest a predisposition on the part of Spanish speaking families to join with rather than fight against the economic system characteristic of our society.

59. Roughly 8 out of 10 of both adult groups reported they were better off than their parents were at the same age. The basis for comparison in each was probably not the same, but relative to where they started, each group felt their lot in life had improved.

60. Spanish adults had lower economic aspirations or expectations than the Anglo respondents in the sample, as judged indirectly by asking how much annual income would provide comfort. Students gave higher figures than adults in both cases.

61. All groups were given a list of male occupations and asked which they approved of for themselves, or for a son or brother. The role of teacher was uniformly esteemed. To be a lawyer was ranked fourth by Spanish adults, 3rd by Spanish students, 2nd by Anglo students, and first by Anglo adults. To be a mechanic was relatively well thought of among Spanish adults and students, whereas it was ranked lower by Anglo respondents. Being a chemist ranked in third place by Anglo adults and students, but ranked 9th and 11th among Spanish adults and students, respectively. To be a boxer was ranked last by both groups of adults, but 7th from last and 4th from last by Spanish and Anglo students.

The relatively narrow spread in the percentage figures for Spanish adults (from 14% to 51% approval) suggests a more tolerant attitude towards a large proportion of the professions named. Anglo adults, by contrast, were characterized by a range of from 5% to 81%, representing more definite occupational preferences.

62. When asked about the future in general, Spanish adults were the most optimistic of the four groups.

63. In a statement dealing with the inevitability of war and conflict, given the nature of man, a majority of all groups agreed that conflict is inevitable. Students were less likely to agree than adults, Spanish students less than Anglo students.

64. When asked the most important thing they do in life, students mentioned getting an education far more often than any other activity. Spanish students listed in second place the work they do. Among adults, providing for family support, and being (good) parents, were most often mentioned.

65. When asked what they would purchase if they obtained a large sum of money, Spanish adults named housing first and an automobile second. Anglo adults mentioned the same two, but almost equally often named travel as a desired expenditure. Spanish and Anglo students were alike in mentioning housing (Spanish students twice as often as Anglo students), an automobile, and clothes.

66. The age at which women should marry was on the average lowest among Spanish students, a little higher among Spanish speaking adults, higher among Anglo students, and highest among Anglo adults. For men, Spanish students set the lowest figure, Anglo students next, Spanish adults next, and Anglo adults again the highest figure in terms of age for marriage. These figures illustrate a mild difference between the two cultures which can perhaps be expected when the age at which education is terminated is customarily at an earlier year for one group.

67. Admired world and national leaders were named. Spanish speaking adults named Lyndon B. Johnson most often (75%), John F. Kennedy next (22%), and Henry A. Gonzalez, U.S. Representative from San Antonio, third (13%). Anglo adults named Lyndon B. Johnson most often by a lesser figure (44%), followed by Winston Churchill (31%) and former President Dwight D. Eisenhower (17%). John F. Kennedy was named by 8% and Senator Dirksen by 5%.

Spanish students named Lyndon B. Johnson and John F. Kennedy about equally often, with 38% and 34% respectively. Anglo students named President Johnson most often (45%), John F. Kennedy next (11%), Winston Churchill (9%), and Mrs. Jacqueline Kennedy (6%).

68. A regression analysis of the survey data suggested that characteristics of heavier television viewing among Spanish adults included low level of occupational aspiration, some knowledge of English, having the impression that coaches do more for a school than teachers, and feeling that teachers do not explain things clearly, although they approve of finishing high school and see the principal reason for schooling as learning to earn a living. This group relies less on other media such as movies and newspapers.

69. Among Spanish students, the regression analysis suggested that characteristically the heavier TV viewers have a poorer general impression of school, not being as much of the opinion that everyone should finish high school, disagreeing that pupils like their teachers, and saying that coaches do more for a school than teachers. They go less often to movies, but read magazines. They approve of being an artist or chemist, feel that with ability and hard work they can go far, see the future as promising, and yet feel an individual can do little to improve his neighborhood or country. Their views are somewhat inconsistent.

APPENDIX A

A Note on the Significance of Differences Between Viewer Groups

Whether or not the differences between groups in this study can be viewed as statistically significant depends on the assumptions one is willing to make about our sample of television viewers in the four strata -- the Spanish-speaking adult and student groups and the English-speaking students and adults. Variation in television choice due to chance factors cannot be accurately determined by tests of significance unless such tests are based on a random selection of viewers from finite universes. These sampling conditions have not been met in this study for the Anglo groups since it was deemed desirable that a non-probability selection procedure be used to restrict the universe to a certain economic class.

It will be noted, therefore, that cross tabulations between viewing preferences and socio-cultural antecedent variables have not been tested for statistical difference. The percentage differences in the tables speak for themselves. When large differences are noted, they can be judged as of substantive importance. When small differences are evident, i.e., when the differences across the top two cells of a four-fold table are less than five percentage points or so, it can be assumed there are indeed only unimportant differences in response between the groups reported, particularly when the number of subjects in each group is relatively small -- i.e., less than 100.